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ABSTRACT

This practicum was designed to provide K-6 grade children with peace making tools. The curriculum was piloted in a public school for one year. The goal was to teach children how to make peace with themselves and with others. The writer used a combination of strategies in the curriculum to meet the needs of the children; provided self-esteem lessons; utilized conflict resolution techniques, including a new approach to group consultation; utilized parent participation/moral education lessons designed to involve the family; and emphasized social skill training. The results of the practicum were encouraging. Analysis of the data revealed that the children showed significant gains in the areas of social skills, self-esteem, and conflict resolution skills. Teachers indicated that most of the children did learn how to make peace with themselves and with others. (Author)

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Develop And Implement A Peace Education Curriculum For Elementary School Students Through A Planned Program Of Instruction

ED347112

by

Dale L. Hudson

Cluster #33

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A Practicum II Report presented to the
Ed.D Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL PAGE

This practicum took place as described.

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Approved:

July 24 1991
Date of Final Approval

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The author gratefully acknowledges the support, encouragement, and assistance of a truly dedicated and active peacemaker. She knows that the world is full of words but in her eyes, it is the deed that counts. May Dr. Georgianna Lowen continue to be an inspiration to the people on this planet who are looking for unity and a harmonious existence.

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ABSTRACT

Develop And Implement A Peace Education Curriculum For Elementary School Students Through A Planned Program Of Instruction. Hudson, Dale L., 1991: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Peace/Peace Education/Curriculum/Curriculum Development/Teaching Peace/Peace Studies/Elementary Education/Conflict Resolution/Moral Education/Social Skills/Parent Participation/Cooperation/Self-Esteem/Values

This practicum was designed to provide K-6 grade children with peace making tools. The curriculum was piloted in a public school for one year. The goal was to teach children how to make peace with themselves and with others.

The writer used a combination of strategies in the curriculum to meet the needs of the children; provided self-esteem lessons; utilized conflict resolution techniques, including a new approach to group consultation; utilized parent participation/moral education lessons designed to involve the family; and emphasized social skills training.

The results of the practicum were encouraging. Analysis of the data revealed that the children showed significant gains in the areas of social skills, self-esteem, and conflict resolution skills. Teachers indicated that most of the children did learn how to make peace with themselves and with others.

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June 10, 1991

Dale L. Hudson

CHAPTER I

INTRODUCTION

Description of Community

The writer's work setting consisted of a K-12 combination secondary and elementary school located in a very culturally diverse, rural, lower economic community. Children attending this school came from Philippine, Chinese, Japanese, Portuguese, Hawaiian, Spanish, Caucasian, Negro, Southeast Asian, Samoan and other Pacific island families. There were many mixed marriages in this community of broken homes. Only one out of four in the writer's class of 31 children was living with his/her natural parents. Some of the parents, living in separate houses, periodically exchanged their children for a week or two at a time.

The school was located in a rural setting, close to a small village of less than one thousand people. The school and village were surrounded by fruit, flower and nut farms, where many of the local inhabitants were employed. Some of the parents worked in public service positions and a few commuted to the nearest city, about 20 miles away where most of the state and county jobs were found and where a university was located. Most of the families were in the

lower socioeconomic strata and many families received federal and state economic assistance.

One thousand, eight hundred and fifty students attended the school (K-12). One thousand and fifty students attended the elementary school (K-6). The student population was increasing due to the fact that land was plentiful and still inexpensive. Many people were coming from the "mainland" to buy property.

The population was increasing so rapidly, particularly on the elementary side, that classrooms were congested and there were not enough rooms available for all the resource personnel. Some of the Chapter One teachers, for example, were forced to conduct their lessons in the halls. Small storage rooms, closets and teachers' lounges were also used as classrooms and offices by other resource personnel. A new elementary school was on the drawing board but would not be ready until September, 1991. Anticipated population growth studies indicated that one new elementary school would not be enough to accommodate the threatening surge of people.

Writer's Role

Many of the 31 students enrolled in the writer's fourth grade self-contained class had never travelled beyond a two hundred mile radius. The writer's role in this setting was to teach all elementary school subjects as mandated in the state guide to all the children in class, and to establish a

line of communication between the class and the home. The responsibilities as a classroom teacher were demanding and generally drew heavily from the writer's twenty-eight years experience as an educator.

The writer has taught grades three through twelve in five public schools and is an ANISA (American National Institute for Social Advancement) master teacher. He has presented many learning disability workshops and seminars to administrators, teachers, medical doctors and parents. In addition to opening a private learning disabilities center and hosting a national radio program in another country, the writer's learning disability center established in this country was selected two years ago by the Office of the State Superintendent of Public Instruction as one of five exemplary programs designed to improve learning.

The writer has attended the 1985/86 International Peace Conference held at the University of the South Pacific in Fiji, given public talks about peace education at the University of Hawaii in Hilo, designed and implemented peace education curriculum for high school gifted and talented students, and has written peace education curriculum for the Spark M. Matsunaga Institute for Peace at the University of Hawaii at Manoa.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Low self-esteem (children not respecting or valuing themselves), insufficient consultation skills (children unable to use conflict-free conflict resolution skills), inadequate social skills (children not knowing conversation and friendship skills; not able to get along with others), and limited parent participation (parents not contributing to the moral education of their children) were the pervasive manifestations of K-6 life at the writer's school.

The school had a well earned reputation as being a tough school. It was a place where foul language was often heard and fist fights occurred frequently. Name calling, teasing, lying, cheating, and stealing occurred daily. The vice-principal's small office was literally jammed (almost daily) from wall to wall (even under the desk) with children sent for disciplinary action.

Obviously, the problem had many means of manifesting itself. Children were not at peace with themselves and with others. There was not a comportment of undisturbed calm and composure. Briefly stated then, the problem was: many children did not know how to make peace with themselves and

with others.

The problem had not been solved because the appropriate solution had not yet been applied. Prior solutions ranged from positive reinforcement programs to detention. Administration, teachers, support staff, parents, and students were still using techniques that did not work.

Problem Documentation

The writer distributed a questionnaire to all 38 K-6 teachers. As shown in Table 1, self-esteem, parent participation, social skills and consultation skills all stood out as definite problems. 35 teachers responded to the questionnaire in a very unequivocal manner.

Table 1

Opinions of 35 K-6 Grade Teachers

Do you believe that at least 1/2 the children in your classroom have a problem (something is wrong) in the following areas:	Yes	No	Don't Know
Self-Esteem (Respect for or a favorable impression of oneself)	25	8	2
Parent Participation (Actively involved at home in the moral education of their children)	28	3	4
Social Skills (Conversation and friendship skills/getting along with others)	30	5	0
Consultation Skills (Conflict-free conflict resolution skills)	29	5	1

The writer interviewed the vice-principal, in charge of the elementary school, the Kamehameha Early Education Project (KEEP) Coordinator, responsible for the K-5 literacy program, and all six K-5 KEEP consultants. Every person interviewed expressed a strong regard that the specific details of what was wrong in the writer's local situation (see Table 1) were accurate and that the problem (most children did not know how to make peace with themselves and with others) was a major concern.

The writer interviewed 15 randomly selected students from each (K-6) randomly selected class. For the K-3 students, the questions were simplified and it took a great deal longer to explain the questions for understanding. Although the statistics differ (Table 1 and Table 2) in terms of problem magnitude, Table 2 showed the problem generally getting progressively worse in each area from grades K-6.

Table 2

Opinions of 105 Randomly Selected K-6 Grade Students

Self-Esteem
Do you believe you are lovable and capable?

	K	1	2	3	4	5	6
Yes	13	14	11	11	9	7	7
No	2	1	4	4	6	8	8

Parent Participation
Do your parents teach you how to become a better person?

	K	1	2	3	4	5	6
Yes	12	11	12	10	8	4	5
No	3	4	3	5	7	11	10

Social Skills
Do you get along with your classmates?

	K	1	2	3	4	5	6
Yes	10	10	11	9	9	7	7
No	5	5	4	6	6	8	8

Consultation Skills
Do you sometimes have to fight to settle your differences?

	K	1	2	3	4	5	6
Yes	3	2	2	4	5	4	6
No	12	13	13	11	10	11	9

After explaining the local problem in detail to the director of the Institute for Peace at the University of Hawaii at Manoa and after writing a report to their Community Council, the Institute for Peace committed themselves in the form of a $500.00 mini-grant to help fund the cost of materials for a pilot peace education program in

the writer's school.

Causative Analysis

There were many probable causes of the problem. Specifically, the economy has forced many of the local parents to work long hours to support their families. One of the consequences is that numerous children are left unattended, especially after school, and customarily have unlimited television viewing privileges until one or both parents return in the evening. In addition to exposing children in the late afternoon to television programs which are devoted to violence, many children continue watching the programs until very late in the evening with their parent(s).

Another consequence is poor family relations which can and often does result in a child's low self-esteem. The economic pressure which usually necessitates a two family member income leaves very little time for family conversation and interaction. Divorce is also a factor which can play into a child's low self-esteem. In the writer's community, divorce is rampant.

Many local children have been exposed to violence in the home. Wife beatings are frequent and child abuse is so common that it is mandatory for all pregnant women in this state to undergo a screening process (to identify potential child abusers) in the hospital before giving birth.

Children are constantly exposed to very competitive

games and activities. A strong sports minded community exists where the ethics of fair play and sportsmanship are not stressed.

Another probable cause of the problem relates to peace education programs for elementary school students. Peace education programs are rare (there aren't any being used on this island) and those that do exist generally focus on only one facet of the problem. For example, many programs focus on conflict resolution and/or anti-nuclear war education. Used in isolation as many have been, very little progress has been made in the area of teaching children how to make peace with themselves and with others. It is like looking at one piece of a puzzle and trying to figure out the entire picture.

Relationship of the Problem to the Literature

Other professionals have a great deal to say about the problem. Interestingly, Wagner (1988) presents the argument that part of the problem is in definition. He maintains that peace is an elusive phenomenon because we usually define peace in the context of war. Understanding the difference between positive and negative goals is critical in the study of peace. In other words, the study of peace should be active and should not be passive as in defining peace as the mere absence of war. The analogy is drawn between negative vs. positive orientations to peace, and the medical profession's approach to curative treatment vs. the

promotion of health. Conflict management is the attempt to contain conflict and conflict resolution focuses on building peace. The former is peacekeeping and the latter is peacemaking.

According to Hicks (1986), The World Directory of Peace Research Institutions published by UNESCO lists some 300 institutions in over 40 countries which directly or indirectly are concerned with peace education. Recent institutions include the Austrian Institute for Peace Research (under official auspices), the New Zealand Foundation for Peace Studies, and the School of Peace Studies at the University of Bradford in the United Kingdom. In 1985 the United Nations University for Peace in Costa Rica received its first students and the officially endorsed and funded United States Peace Institute was established.

Pitiyanuwat (1983) suggests that the spirit of human rights and the desire for peace should be an integral part of the educational curriculum at all levels to prepare the world for the 21st century and Packard (1987) reports that Maria Montessori recognized the need for educating for peace as evidenced by her international work and her speeches to world organizations. Gorter (1986) cites a very strong concern the Association for Supervision and Curriculum Development has for global understanding and harmony and its effort in helping various world educational communities address the issue.

Roderick (1988) makes it clear that children do not know how to make peace and at a time when human survival depends on finding alternatives to violence for resolving differences, there is no more compelling mission for educators. Cahoon (1987) suggests that too much valuable instructional time is lost every day dealing with discipline problems and that children must be taught how to help themselves by being taught how to be peacemakers. McCarthy (1987) contends that American violence flourishes less from an obsession with fists, guns, armies, and nukes than from an ignorance about the effectiveness of nonviolence.

Zola and Zola (1985) report that if peace education is not taught, our future citizens will not be able to confront controversial issues in a thoughtful manner and Mercieca (1985) believes that anything the schools do which is not directly related to educating for harmony, tranquility, and peace could be termed irrelevant.

The causes of the problem are varied. A few researchers believe that humankind has a propensity for conflict. Carro (1987) believes that aggressiveness and hostility have always marked the behavior of human beings. He views the majority as thinking the idea of war is an unpleasant but necessary act and the most gracious definition of the act of war is we have to kill in order not to get killed. Sowell (1987) also mentions mankind's aggressiveness in a different perspective. He suggests two

conflicting visions of war and peace which have frustrated progress in prescribing methods of reducing the dangers of war. One vision views mankind as being naturally aggressive and the cause of war while the second vision attributes institutions rather than human nature as the culprit.

Similarly, Boulding (1989) mentions mankind's feeling that war is inevitable and history is largely a story of wars won or lost. Kaunda (1981) reports that during the last 500 years, close to 3,000 wars have taken place; about 6 wars a year. Aggression and conflict have played such a leading role in the affairs of human life that many people view such behavior as intrinsic to human nature. Mercieca (1985) states that eminent ethnologists and psychologists have confirmed that germs of aggression are imbued in human nature itself. William James (1890) states that the instincts of anger and resentment smolder within humans ready at any moment to erupt, Freud (1955) states that cruelty and a desire to hurt others deliberately is a prominent feature of the human psyche, and Lorenz (1966) argues that man is even more aggressive than other animals and has in his heart an aggressive drive inherited from his anthropoid ancestors. Lefkowitz, Eron, Walder, and Huesmann (1977) cite studies which support physiological components such as the XYY syndrome, brain functioning, and hormones and their role in aggressive behavior. Eisenberg (1987) cites a study linking opioid activity in the brain, and

other theories (such as frustration) have been advanced to explain man's proclivity for aggressive behavior.

Batson (1990) cites many psychology and social psychology studies which indicate man may be social in thought and action, but is capable of caring only for himself in motivation. He suggests there is growing reason to believe that man is more social than psychology would lead us to believe but what little research there is suggests that man's capacity for altruistic caring is limited to those for whom man feels empathy. When empathy for the person in need is low, the pattern of helping implies underlying egoistic motivation.

One of the causes of the problem can be found in our educational system. Lessinger (1989) believes that learning how to learn and how to earn is not sufficient; the most important (central) learning should be learning to care for oneself, mankind, the community and country, and for the planet. Lessinger defines the term caring as helping that other grow and realize its potential. Agreeing with Lessinger, Noddings (1984) proposes that the primary aim of education should be caring and being cared for in the human domain and full receptivity and engagement in the nonhuman world.

Another cause of the problem that is often cited is prejudice. Khavari (1988) believes that racism is a major cause of the problem and it has infected the human family in

every part of the globe. The Universal House of Justice (1985) has written that there is prejudice against people of different races and religious beliefs and that racism (a major barrier to peace) is one of the most destructive and tenacious evils. Other barriers to peace include unbridled nationalism (people who love their own country to the extent that loving all of mankind is not a consideration) and the disparity between the rich and the poor (people in the world who do not have enough food, clothing, or shelter, while others have more than they need).

Pilisuk and Parks (1986) cite the breakdown of the family in Western society where the old, the disabled, the young and the unemployed are viewed as problems rather than as people. In other words, children are learning negative lessons from adults relative to respecting other people. Violence in the home (child and spouse beating), alcohol and drug abuse, teen-age pregnancy, excessively high divorce rates, single parent homes, and child neglect all play into the problem of children not being able to make peace with themselves and with others.

The media, particularly television, has been under investigation for being a contributor to the problem. The National Coalition On Television Violence (1980) blames violence in television and film entertainment for increasing behavior harmful to self and others. A meta-analysis (a quantitative assessment of a scientific literature in which

the findings of the individual studies become the data) by Hearold (1979) on violence in the media and antisocial behavior, reveals a very large majority of studies reporting a positive association between exposure to media violence and aggressiveness, and violent and antisocial portrayals apparently heighten the likelihood of antisocial behavior and diminish that of prosocial behavior. In his now classic studies, Bronfenbrenner (1970) reports that if children see a fictionalized version of some event on television, there is a strong tendency, even without reinforcement, for the children to repeat the action in a later situation.

O'Connell and Curle (1985) claim that another contributing factor is people differ with one another about the terms of values rather than the term peace itself. Thus the paradox continues that everybody favors peace and yet peace remains a controversial term. O'Connell and Curle claim that people agree about the need to teach and learn about peace but cannot agree about what values, underlying peace, are important enough to include in a peace studies curriculum. Along these same lines, Tyson (1986) suggests that one of the major causes of the problem is that educators have not taught the concept of world citizenship as part of the standard education of every child.

Ediger (1989) places the major cause of the problem on the teachers' shoulders. He argues that teachers are not prepared to teach peace education. To teach peace studies

courses requires the best teachers. Teachers should be well above the minimum requirements for certification and their education should include courses in educational psychology, philosophy of education, and teaching of social studies. Teachers should have a good liberal arts background and possess conflict resolution, problem solving, and communication skills.

Stoddart (1988) maintains that much of the children's educational training attempts to assign an identity that creates conflicting moral standards. It is an identity that causes children to look at different groups of people (blacks or whites, Asians or Mexicans, men or women) and to think of them as being different, as being inherently either superior or inferior. In other words, children are not being taught their true identity; their identity with the human family. She feels if children are taught to identify with their ethnic group, then their sense of responsibility for the welfare of others will probably extend to their ethnic group. If children are taught about the essential oneness of the human family, then their allegiance will extend to the human family.

Finally, Phillips (1985) suggests that the human mind has been able to unlock the secrets of a technology that is global in scope and that no peace plan will be effective until it illumines and transforms the mind and spirit behind that technology. The power to recreate minds and spirits

lies at the heart of the struggle for peace and educators have not properly addressed the spiritual nature of the child.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was that children know how to make peace with themselves and with others.

Behavioral Objectives

This practicum addressed seven specific objectives. They were as follows:

1. After the implementation of this practicum, each participating K-6 teacher will believe that at least 3 out of 4 children in his/her class will not have a problem in the area of self-esteem. This objective was to be measured by a questionnaire for teachers (see Appendix B).
2. After the implementation of this practicum, the participating children will show a minimum average gain of 50% when comparing pre and post-test results relative to self-esteem. This objective was to be measured by a written questionnaire for 4-6 grade students (see Appendix C) and an interview for K-3 grade children (see Appendix D).
3. After the implementation of this practicum, each participating K-6 teacher will believe that at

least 3 out of 4 children in his/her class will not have a problem relative to parents being actively involved at home in the moral education of their children. This objective was to be measured by a questionnaire for teachers (see Appendix B).

4. After the implementation of this practicum, each participating K-6 teacher will believe that at least 3 out of 4 children in his/her class will not have a problem in the area of social skills. This objective was to be measured by a questionnaire for teachers (see Appendix B).
5. After the implementation of this practicum, the participating children will show a minimum average gain of 50% when comparing pre and post-test results relative to social skills. This objective was to be measured by a written questionnaire for 4-6 grade students (see Appendix C) and an interview for K-3 grade children (see Appendix D).
6. After the implementation of this practicum, each participating K-6 teacher will believe that at least 3 out of 4 children in his/her class will not have a problem in the area of consultation skills. This objective was to be measured by a questionnaire for teachers (see Appendix B).
7. After the implementation of this practicum, the

participating children will show a minimum average gain of 50% when comparing pre and post-test results relative to consultation skills. This objective was to be measured by a written questionnaire for 4-6 grade students (see Appendix C) and an interview for K-3 grade children (see Appendix D).

Measurement of Objectives

After the implementation of this practicum, the data gathered from the teacher questionnaire (see Appendix B) was to be compared to the standard of performance as stated in objectives 1, 3, 4, and 6. The data was also to be compared to the original teacher questionnaire (see Appendix A).

After the implementation of this practicum, the difference between the 4-6 grade pre and post-test data (see Appendix C) was to be compared to the standard of performance as stated in objectives 2, 5, and 7. The difference between the K-3 grade pre and post-test data (see Appendix D) was to be compared to the standard of performance as stated in objectives 2, 5, and 7.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Children who do not know how to make peace with themselves and with others was a very perplexing problem. This problem manifests itself in such a variety of ways, its identity is often lost in the milieu of social psychologists, guidance counselors, and educational specialists. In view of its impact on the future of civilization, the challenge to find appropriate solutions is enormous. Fortunately, the literature is replete with suggestions.

For many years, peace education programs have been designed to include anti-nuclear war education. This component has not equipped our children to be active peacemakers. Kaplan (1986) brought the subject of active peacemaking closer to home when he suggested using various cross-curriculum peace activities such as; holding a peace forum and presenting research on social reformers and writing short essays about peace (language arts), discussing conflict resolution strategies after assigning student groups to view violence on television (media/drama), playing cooperative games where no one loses and everyone wins (for

physical education), asking children to create their own sign for peace and composing original peace songs (art/music), helping children practice the rules of social responsibility by creating new laws for a new society (social studies) and by asking children to make graphs and charts projecting population growth and energy demands (math). Although these activities were suggested for a peace day celebration, the cross-curriculum approach is not only viable, but necessary. Cross-curriculum teaching helps children learn better and it could eliminate an "add-on" subject to an already over burdened curriculum agenda.

Greiner (1984) suggested using a peace education bibliography for young children which focuses on self-awareness, awareness of others, conflict resolution, love of nature, global awareness, and imagination. This approach is valuable because books, being part of the early socialization process, offer visual and verbal materials that children incorporate into their feeling and thinking.

One of the strengths of a bibliography is that a good variety of books can be selected to focus on any number of important peace education topics. Books can offer messages, pass on values, and in subtle ways, shape attitudes.

Greiner's six components could fit in quite nicely to the lower elementary curriculum. For example, older children could apply the study of imagination to problem solving and the love of nature to conservation of the

earth's resources.

Using books would also fit into the writer's local community because of the local commitment to whole language programs. All the teachers are using a wide variety of reading material and many are using thematic approaches.

Milne (1987) encouraged children to seek penpals (supporting the belief that we are all cousins) and get involved in peace activity projects at school such as wearing peace buttons, making posters, writing to politicians and to local newspapers, writing plays, inviting outside peace speakers for school assemblies, and organizing a carnival to raise money for a special peace fund. Milne also discouraged the use of television and war toys.

Advocacy (children wearing peace buttons) can be a powerful tool and could be effectively used in the writer's peace education program. However, many of Milne's peace activity projects appear to be busy work without definite objectives in place. Discouraging the use of television and war toys is a great deal easier said than done. Planning for implementation means working with the family in general and parents in particular. Parent education is the key. Since television poses a much greater problem than war toys in the writer's community, it could be a part of the solution.

Schmidt and Friedman (1988) proposed the development of four concepts for peace education; create an environment

where children play cooperatively and respect the interdependence of all living things, recognize and accept diversity in human beings, recognize feelings that the human family shares, and understand how to settle conflicts as peacemakers. The development of these four concepts is another part of the solution, especially for younger children (K-3). Schmidt and Friedman, however, developed these concepts around their definition of peace (peace education is: holistic, embracing the physical, emotional, intellectual and social growth of children; life-affirming, all life on our planet is precious, including human life; skill-building, empowering children to use non-destructive conflict resolution skills and recognizing that peace making is an on-going process (left up to the individual and family to practice). Key elements are missing in their definition such as specifically addressing the essential prerequisite of recognizing the oneness of mankind and the integral role that all unifying factors play in any peace definition.

Schmidt and Friedman omitted the spiritual growth of children in their holistic portion of the peace definition. Mercieca (1985) states that the world has witnessed a rapid growth of materialism and spiritualism since World War II. The two diversified realities have not been successfully coordinated and humanity has lost its peace of mind because of the materialistic insistence on keeping materialism totally divorced from religion which is fully immersed in

spiritualism. Mercieca believes that religion deals directly with the internal life of man which is the seat of all virtues. Nakhjavani (1979) suggested that schools must offer the study of morals and behavior, of conduct and character. Spiritual training must accompany that material kind the schools so forcefully provide.

Concerning the human spirit, Kubler-Ross, (1982, p. 29) states,

> There is within each of us a potential for goodness beyond our imagining; for giving which seeks no reward; for listening without judgement; for loving unconditionally.
>
> It is our goal to reach that potential. We can approach it, in ways large and small every minute of every day, if we try.
>
> When we have found that path, we have built our own 'home of peace' inside of ourselves.

Agreement permeated the literature relative to the need for moral development instruction. Montagu (1966) used the words of Franklin Delano Roosevelt from the 1945 Jefferson Day speech which he did not live to deliver,

> ....the mere conquest of our enemies is not enough. We must go on to do all in our power to conquer the doubts and the fears, the ignorance and the greed which made this horror possible.
>
> Today, we are faced with the pre-eminent fact that

> if civilization is to survive, we must cultivate the science of human relationships-the ability of all peoples, of all kinds, to live together and work together in the same world at peace. (p. 110)

Damon (1988) believed the parent (or the parent substitute) has the critical and irreplaceable role in the child's moral development because it is the parent who first introduces the child to the laws and logic of the social order. In a much broader context, Montessori (1976) quoted the words of Montessori when she said,

> Education cannot be dismissed as an insignificant factor in people's lives, as a means of furnishing a few rudiments of culture to young people. It must be viewed first of all from the perspective of the development of human values in the individual, in particular his moral values, and second from the point of view of organizing the individuals possessed of these enhanced values into a society consciously aware of its destiny. A new morality must accompany this new form of civilization. (p. xiii)

Including moral instruction in a peace education curriculum is a possibility but for obvious reasons must not be interpreted as religious or faith instruction in a public school setting. However, Nielsen (1973) cited several influential Jewish and Christian theologians who claimed that the only truly adequate foundation for moral belief is

a religion that acknowledges the absolute sovereignty of the Lord found in the prophetic religions but Kohn (1988) argues that the only thing that seems clear from the research is that religion does not offer a guarantee that its followers will follow the Golden Rule!

Danesh (1979) believed that faith is closely related to feelings of trust, which help the individual to feel secure. The search for security is best accomplished through trust. He contended that hope, purpose and the capacity to share come easily to those who are able to trust. "Those devoid of faith become suspicious, competitive, alienated, envious and prone to violence, suspecting the motives of others and doubting their own nobility and that of the human race in general." (p. 35).

Smith (1979) also believed faith is closely related to feelings of trust. He writes, "But one does not have faith in a proposition or concept. Faith, rather, is the relation of trust in and loyalty to the transcendent about which concepts or propositions--beliefs--are fashioned." (p. 12).

Gibb (1978) argued that children should be taught to trust, believing trust softens our perceptions, breeds trust in others and makes us less dangerous (trust effects trust; fear escalates fear). He wrote, "Trust provides an environment that nourishes personal growth, holistic health, spirituality, and the discovery of the soul. Trust level is a diagnostic cue to the understanding of individuals and

groups: to the creation of a fulfilling home environment, an effective classroom,..." (p. 19). Teaching children how to trust could be a part of the solution. Obviously, definition of terms is extremely important (faith vs. trust) when designing a peace studies curriculum for use in the public schools.

The literature was replete with statements concerning the importance of having a sense of meaning and purpose in life. Fowler (1981) wrote about man not being able to live without a sense of meaning. Jordan (1976) made it clear that volitional competence (attention, goal setting, and will) enables one to direct the course of one's learning and, in fact, to shape one's entire life. Thus, volitional competence is an important factor in actualizing a sense of meaning and purpose in life. Goal setting, for example, will help a child progress from having no sense of future to becoming a competent goal setter. Including a sense of purpose and a volition component in a peace education curriculum is a possibility.

Mukerjee et al. (1986) argued that children should be taught to esteem themselves and one another, taught how to skillfully and peacefully resolve conflict, and a peace education program should complement and reinforce morals taught in the home. Building self-esteem and developing peaceful conflict resolution skills are essential components and the writer believes that parents (the home) must be

involved in teaching morals and as part of the solution, teachers must offer the parents new tools to help actualize the process. The key might be to assign moral education material to be completed at home by both the child and the parent.

Drew (1987) submitted that peace education should involve conflict resolution, taking care of our earth, understanding human diversity and global citizenship, and finding solutions to world conflict. Drew's strength is framed in her belief that peacemaking is a teachable skill and the process must be active. Children should be taught techniques in fostering self-respect, respect for others, and effective communication. Once children learn how to resolve problems assertively and without violence, it is important to extend the techniques to address global issues. All of the ideas could be considered as part of the solution, especially when transference of skills is included in a curriculum design.

The Milwaukee Public School System (1985) proposed the use of peace education which includes the study of environmental concerns, cultural diversity, the self, communication and conflict resolution skills, manners, and problem solving. There are many excellent reasons for the study of environmental concerns, the best being that if children are not taught how and why the earth's resources must be conserved, mankind's days as a species living on

this planet will definitely be abbreviated! Conservation of the earth's resources are lessons that naturally and gracefully tie into respect for self and others, and into morals taught in the home.

Goding (1989) encouraged parent participation, empathy training activities, the use of encouragement and social skill training. Goding believes that if parents want their children to be kind, to themselves and to others, parents must act as models and actively teach empathy. Parents must arm their children with a strong positive orientation toward life, as the planet is presently permeated with negativity and children must learn how to be kind to themselves and to others. All of Goding's suggestions involve parent and other adult participation. Peachey (1981) also suggested that parents have a key role in teaching peace to children by sharing important values in the home. Again, each of the suggestions offered could be a part of the solution.

Other researchers suggested the importance of the family cannot be over emphasized. Roshanian (1985) believed that the strong, unified, and loving family is necessary to develop a high level of loving cooperation and social integration. Ainsworth, M.D., Blehar, M. C., Waters, E., and Wall, S. (1978) showed that young children securely attached to their parents are the ones most likely to comply with family rules. These children actively seek and accept the adult's guidance. In this sense, secure children obey

voluntarily from within the relationship rather than out of coercion or fear.

Judson (1984) believed that children should be taught affirmation games, conflict and problem solving skills, the importance of one's feelings, and non-competitive games, and views parent support as a key component to a successful program. Teresa (1984) concluded that if we really want to bring peace and unity into this world, prayer must be brought back into family life. Recognizing the importance of parent involvement as part of the solution is one thing and getting the response is quite another. Again, the challenge lies in engaging the child and the parent(s) in common activities.

The Hawaii State Department of Education (1985) promoted the development of a new world order (embracing the concept of world citizenship) by developing competence in recognizing the oneness of humankind, understanding the environment, the concept of unity in diversity, problem solving, communication and conflict resolution skills, and understanding the self.

One of the instructional methods used to teach the World Citizen Curriculum is the moral development approach using Kohlberg's six stages of moral development. Kohlberg's seventh stage is mentioned and described as a "Faith" orientation (exploring the ultimate meaning of life). Using a moral development approach could possibly

help teachers recognize the levels of moral awareness in students and plan accordingly, however, this approach has generated an enormous body of writing; critiques and counter-critiques. Adelson (1988) suggested the major problems with Kohlberg's theory is that the levels of moral reasoning might be simply variations in cognitive or rhetorical style and people can be trained to score high (talk well) without necessarily leading to more virtuous behavior.

All of the suggested components of the World Citizen Curriculum could be part of the solution, including the development of competence in recognizing the oneness of humankind. All the human sciences (anthropology, physiology, and psychology) confirm the oneness of humankind. Leaky and Lewin (1977) stated,

> ...we are one species, one people. Every individual on the earth is a member of homo sapiens, and the geographical variations we see among peoples are simply biological nuances on the basic theme. The human capacity for culture permits its elaboration in widely different and colorful ways. The often very deep differences between those cultures should not be seen as divisions between people. Instead cultures should be interpreted for what they really are: the ultimate declaration of belonging to the human species... (p. 252)

Recognition of this truth requires the abandonment of all that which enables people to consider themselves superior to others. Gash (1986) agreed with this premise and believed that educators must endeavor to develop peace curriculum which focuses on changing children's attitudes relative to racism by teaching about how people perceive, feel, and behave.

Standing (1962) stated that when Maria Montessori was once asked her nationality, she replied, 'I live in Heaven, my country is a star which turns around the sun and is called the Earth' (p. 50). In 1936, Montessori (1976) addressed the European Congress for Peace in Brussels with these words:

> We are all a single organism, one nation. By becoming a single nation we have finally realized the unconscious spiritual and religious aspiration of the human soul, and this we can proclaim to every corner of the earth. 'Humanity as an organism' has been born; the superconstruction that has absorbed man's efforts from the beginning of his history has now been completed....In a word, contemporary man has citizenship in the great nation of humanity.
>
> It is absurd to believe that such a man, endowed with powers superior to those of nature, should be a Dutchman or a Frenchman or an Englishman or an Italian. He is the new citizen of the new world--a citizen of

the universe. (p. 28)

When astronauts and cosmonauts first went into orbit, humans could see the entire planet Earth for the first time in the history of mankind. In so doing, they soon realized that the boundaries which separated one nation from another were artificially created by humans themselves. Merceica (1985) writes about a new philosophy that developed as a result of space travel, viewing the entire planet as one single home for all the members of human society. He refers to what Seneca alluded to about world citizenship,

> What Seneca said in the early part of the first century A.D. may likely lead to an academic revolution at the turn of the 21st century. He said there will be world peace when every person learns to look at the world and say: 'Omnis orbs terrarum patria mea est'--the whole world is my native land (Merceica, 1985, p. 16).

Sai (1988), according to his own philosophy, recommended teaching human values under the general headings of truth, right action, peace, love, and nonviolence. Each general heading is accompanied by lesson plans using the same format: objective, silent sitting/tuning in, quotation/thought for the day, group singing, storytelling, and activity choices.

A great deal can be included in a peace curriculum design when building around the proposed general headings. However, Sai's design omits too many important components of

an acceptable and generally universal peace education curriculum. The plans are very limited in scope and leave too much for the classroom teacher to fill in. It is essentially an "add on" program.

Silent sitting/tuning in could be part of the solution. Oldfield (1986) demonstrated that student behavior can be improved through daily self-induced relaxation training. Burns (1981) reports that deep relaxation (a meditative technique) can help to reduce anxiety, improve social skills, improve interpersonal relationships, and improve self-esteem. Teaching values is another important consideration. Jordan (1982) said that children are not born with values; they acquire them through learning, primarily through being with adults who model them. If their values are poorly formed or are in conflict, behavior problems and poor interpersonal relationships are manifested. Thus no program of educational worth can ignore the importance of forming the right values and attitudes.

Briggs (1975) argued that the key to inner peace is high self-esteem, for it lies behind successful involvement with others. Satir (1972) is convinced that the crucial factor in what happens both inside children and between children is the picture of individual worth the child carries with him (his self-esteem).

Self-esteem could be considered as part of the solution. So much has been written about the subject,

however, that it must not be confused with pure ego boosting or promoting the "I" as in, "I did this. Aren't I wonderful?" "I am beautiful. Don't you agree?" Katz (1988) reminded educators excessive self-esteem is not desirable because it might cause a child to be insensitive to other children's reactions and feelings. In a peace curriculum, self-esteem could be defined as respect for or valuing oneself. The writer places more emphasis on the word respect.

Johnson, Johnson, and Holubec (1986) emphasized the importance of teaching cooperative, collaborative, and social skills. Their thinking is that if students perceive that they can reach their learning goals if the other students in the learning group also reach their goals, then these students will seek outcomes that are beneficial to all those with whom they are cooperatively linked. To reach this end, students must learn how to collaborate and get along with each other.

These ideas could be part of the solution. Finding unique and appropriate ways to practice cooperative, collaborative, and social skills could be a real challenge.

Deacove (1980) encouraged the use of cooperative games. As part of the solution, social skills could be taught and practiced in a cooperative game setting. The physical education class could provide an ideal environment.

Schmidt and Friedman (1985) believe that modeling,

mediation, problem-solving, brainstorming, role-playing, visualization, and body movement are all key components necessary for positive conflict resolution. The writer feels that most can be key components for teaching conflict resolution but not necessarily positive conflict resolution.

Mediation, for example, would not have a place in real life one-on-one conflict unless the trained mediators were resolving their own conflict. Several schools are experiencing some degree of success with mediation programs. Brainstorming, visualization, and role-playing can be used for teaching conflict resolution skills but serve limited functions in real life situations, particularly role-playing!

It is important to have positive conflict resolution. Left-over negative feelings are not the desired end in any conflict resolution program. Any program that does not cover this aspect of conflict-free resolution would not be considered as part of the solution.

Danesh (1986) suggested the creation of conflict-free, effective, reasonable, just, and meaningful communication and conflict resolution procedures. The principles of conflict-free conflict resolution are derived from integrating the major characteristics of a new way of consulting (such as giving up one's idea to the group) with the main principles of group dynamics and the laws of human development.

The main goal of consultation is to increase the level of unity, harmony and understanding among the participants. The most essential tools for consultation are frankness and openness, on the one hand, and mutual respect and trust, on the other.

Consultation requires that the participants come together in unity and by following established guidelines; participants eventually share an idea or thought and let go of it (all attachment to the idea). Once an idea is presented to the group, it belongs to the group as a whole. The home would be an excellent place to practice consultation skills and could be part of the solution.

Carlsson-Paige and Levin (1987) cautioned educators to allow war play in the classroom and intervene actively in it to affect the learning that can result from it. The writer feels this is not part of the solution. If anything, too much aggressive play has been allowed to continue in the classroom.

Cloud, Deegan, Evans, Imam, and Signer (1984) argued that in the shadow of the nuclear power threat, including the possibility of a nuclear meltdown and/or nuclear warfare, parents must be educated in how to deal with their children's emotions, questions, and feelings about the dangers involved. This argument could not be part of the solution in the writer's community. Anti-nuclear education has not been taught in the elementary school and very little

in the home, thus most of the children do not know or understand the dangers involved.

There is research which rejects the view that man is naturally aggressive and, in fact, can be genuinely altruistic. Adelson (1988) cited an exceptional work (The Altruistic Personality: Rescuers of Jews in Nazi Europe) in which the nature of altruism is discussed. He believed that people who rescued Jews during this period of history did so (with considerable personal risk) because of the values learned from their parents. Nagel (1970) believed that pure altruism is a reality. One of the key conditions is the ability to place oneself in another's shoes, thus helping to eliminate the possibility of egoism. Kohn (1988) stated there is good evidence for the existence of genuine altruism. The reasons for people unselfishly helping others vary from situations in which humans find themselves (i.e., people help more in small towns where self-identity is more likely) to man's individual characteristics (having little need for approval from others).

Part of the solution to the problem might lie in Kohn's analysis of the three characteristics altruistic people share; (having a positive view of humankind, being concerned about the welfare of others, and taking a personal responsibility for how others are doing) and the negative effect competition in American society has on altruism.

The Seville Statement on Violence (1986) also rejected

the view that war and aggression are intrinsic to human nature. Twenty biological and social scientists from twelve countries explain their position in the form of five propositions, which state it is scientifically incorrect to say that: we have inherited a tendency to make war, war or any other violent behavior is genetically programmed into our human nature, in the course of human evolution there has been a selection for aggressive behavior, humans have a violent brain, and war is caused by instinct or any single motivation.

One possible solution of the problem is to counter the discouraging view of war and aggression viewed as an intrinsic part of human nature, and the pervasive abuse of power used in the world today, by teaching children about the nobility of man. Rosenthal and Jacobson (1968) gave a clue as to how this may be accomplished in the classic studies (Pygmalion) where teachers were given a class of underachievers but were told that they were dealing with highly intelligent students who were just late bloomers. The teachers, expecting the students to behave in an exceptional fashion, taught the students in an exceptional manner. The children eventually performed as they were expected to perform: they became high achievers. If children are taught that they are noble in character, they will aspire to be worthy of such an identity. Danesh (1979) suggested teaching spiritual qualities such as love, mercy,

kindness, truth and justice which will help the child to become aware of his essential nobility and learn to safeguard it. Comer (1990) suggested involving children (11 to 13-year-olds) in community service (such as serving the elderly and getting involved in environmental cleanup projects), believing it is a great way to inspire positive feelings of identification, mutual respect, and a sense of belonging. Comer's suggestion could be easily adapted to younger children.

Another possible solution is presented by the Universal House of Justice (1985) stating that before world peace can be established, the barriers to peace (racism, disparity between the rich and the poor, unbridled nationalism, and religious strife) will have to be removed. The Universal House of Justice wrote about the important prerequisites for peace (equality of the sexes, universal education, and improved global communication) and the cardinal prerequisite for peace: unity.

All of the barriers contribute to humankind's disunity and until the unity of humankind is firmly established, world peace will be impossible. In a statement made to the United Nations General Assembly, a representative for the Baha'i International Community (1982) said,

> The root principle of unity is, we believe, an understanding of the true identity of a human being. This seems to be the paramount need in the world--the

attainment of unity through an awareness of our true reality, our nobility as human beings.

The cardinal prerequisite could be part of the solution.

Bodenhamer, Burger, Prutzman, and Stern (1987) believed that children should be taught to deal with personal and community problems constructively and creatively to counter the conflicts which threaten our civilization. They believed that the seeds of conflict become instilled at a very early age in the patterns of hostile or violent response to human situations learned by young children from adults, older children or from their peers. They believed that teachers and educators have not been prepared with tools and methods appropriate for changing these patterns. Children need to become aware of the advantages of working together, rather than against one another, to solve problems. That is why cooperation and community building exercises are recommended and almost always precede exercises in conflict resolution.

Their program has three main goals in the classroom: to develop growth towards a community in which the children are capable and desirous of open communication; to help children gain insights into the nature of human feelings and to share their own feelings; and to explore with the child the uniquely personal ways in which he or she can respond to problems and begin to prevent or to solve conflicts.

As was mentioned earlier, lessons involving

affirmation, cooperation, problem solving methods, and conflict resolution skills could all be a part of the solution. The writer has found that many programs include the same goals but with different objectives. The variety of objectives has been refreshing.

Description of Selected Solution

The writer designed a K-6 peace education curriculum which embodies a unique combination of solutions (see Appendix E). The curriculum was designed to teach children how to make peace with themselves and with others by addressing the following major concepts: self-esteem (respect for or a favorable impression of oneself), parent participation (actively involved at home in the moral education of their children), social skills (conversation and friendship skills/getting along with others), and consultation skills (conflict-free conflict resolution skills).

Subsumed under major level headings (see Appendix E) were contributing concepts which allowed for a very broad foundation and a sense of order. For example, caring for the environment and conservation of the earth's resources, and caring for mankind were included under Level 3: Making Peace With Mankind (caring for earth and man share common feelings and sensitivities which are inextricably united). Service to others and recognizing the nobility of man were included under Level 1: Making Peace Within (both concepts

will help children esteem themselves and others). Overlap between and among the major level headings is considered desirable and will provide the classroom teacher with a more flexible program. The solution was justified because it addressed the problem directly. The peace education curriculum was based on the unity of humankind and the conscious realization of the oneness of humankind. Anything short of these fundamental truths would fail. Mankind has reached a new stage of maturity and is now ready and capable of learning how to achieve a lasting peace.

To the writer's knowledge, this was the first time a K-6 peace education curriculum was introduced to the local setting structured around the cardinal prerequisite for peace: unity. It was the first time the writer's school was introduced to a peace education curriculum designed for children that used such concepts as consultation. It was the first time the school invited and trained parents to participate in the moral education of their children. Combined with teaching children social skills, the barriers to peace, the important prerequisites for peace, and how to build self-esteem, the children had the opportunity to learn how to make peace with themselves and with others.

Report of Action Taken

The writer met with the vice-principal on August 28th, 1990 to review the peace education curriculum materials and to request permission to meet with all teachers interested

in participating in a pilot program at the school (K-6 grade level). Permission was granted by the administrator to meet with the participating teachers at the first general faculty meeting of the year on August 30th.

Each K-6 teacher was contacted on August 29th (the first day of school for teachers) to confirm his/her commitment (based on the information letter sent to all teachers in May, 1990) in terms of participating in the 1990-1991 peace education pilot program. 31 out of 38 teachers responded positively (stating their desire to be included in the pilot project). The writer presented each participant with a copy of the curriculum (New Tools for International Understanding) and an invitation to the first orientation meeting on August 30th.

At the first orientation meeting, New Tools for International Understanding was reviewed in terms of the goal and objectives, how the program could best be used during the school day, concerns, and questions. Pre-test information was distributed and the teachers were requested to administer the pre-tests during the first week of school (September 4-7) and to establish a second meeting day for a workshop to: demonstrate "Rules for Consultation," integrate the curriculum into subject areas, and address concerns and questions.

The second meeting day never occurred. Since most of the staff commuted long distances to and from school, many

lessons (24-48 - Making Peace With Others) involving social skills. After the demonstrations some of the teachers invited children from other classes to join in on the skits and mini-dramas. Walking the teachers through these lessons helped generate more confident and knowledgeable classroom leaders.

There were enough heart-warming stories to last the writer a lifetime. After participating in the Model United Nations (lesson 71) and making flags for a world flag display, a fourth grade teacher decided to teach her class how to make a paper peace quilt (students wrote and drew personal thoughts of peace on 8 inch paper squares) composed of contributions from every child in the class. It was such a success that she decided to involve parents to teach the children to sew and make a cloth peace quilt. The quilt was a master piece and so were the lessons (social studies, parent involvement, art, social skills, and self-esteem).

After teaching lesson 2 (I Am The Only Me), another teacher decided to expand the idea of asking each child to bring his/her individual photographs for the bulletin board display (self-esteem) to actually teaching a photography unit (complete with a small photo darkroom). Her children learned many of the concepts of peace in that laboratory (cooperating, sharing, taking turns, praising, problem solving, decision making, and working with others).

One of the participating sixth grade teachers took the

consultation model one step further by organizing a class Peace Council (an elected body of nine students that had as its sole responsibility the resolution of conflict). She (the teacher) described the election (by secret ballot) as being simple, allowing no politicing or nomination. Her students were reminded of the qualities to be considered when voting for Peace Council members such as being fair, selfless, trustworthy, and honest. Being able to get along with others and having experience in effectively resolving conflict were other important considerations. After the election, the members voted (by secret ballot) for a chairperson, a vice-chairperon, and a secretary.

The Peace Council met at a usual time each week (beginning each meeting reading and discussing the rules for consultation). Members encouraged the class to bring problems to the Peace Council meeting. When they had a conflict problem to consult upon, they observed the following steps of consultation:

1. They first defined the problem.
2. They gathered all the necessary facts.
3. They considered all possible solutions.
4. They reached a decision by consensus or if necessary, majority vote.
5. They decided on a plan of action (which often became a contract between the parties in conflict and the Peace Council itself).

6. They carried out the action. (This was under the supervision of the teacher).
7. The decisions were recorded as minutes.
8. The consequences of their decision and action were later evaluated.

Some examples of Peace Council conflict problems as shared by the teacher were:

1. A student borrowed four dollars from another student and didn't pay his debt, in spite of repeated requests for the money and repeated promises to pay it back. After consulting with the two parties and then consulting together to reach a decision, the Peace Council decided that the student who borrowed the money should write an "I Owe You" note to the lender. After one week, they met again with both parties to evaluate the progress. The debt had still not been paid. This time, the Council requested that the boy pay a fixed amount each week until the total amount was paid. The boy said he would return the entire amount by the following week (which he did).
2. Another example was when a student had been teasing several girls in the classroom. This same student had been seeking help with his schoolwork from these girls, yet outside of the classroom during recess and lunch, he was getting them into

trouble and/or teasing them. The Peace Council met with the student and consulted with all of the girls involved. Following a brief period of consultation among themselves, the Peace Council decided to ask the boy to write a letter of apology to the girls he teased and to raise his right hand and promise not to tease them anymore. They also decided that they would check back in another week or so to see if he had changed. Although he had stopped teasing the girls, he had not written the letter of apology. So, the Council met with the boy again and asked him to write the letter as they had requested. The letter was written!

Finally, the teacher shared a most interesting and confirming incident which occurred when a subsititute teacher took her class. A conflict occurred in the class and the Peace Council called a meeting (asking the substitute for permission to hold the meeting). They met with the parties involved, consulted, and resolved the conflict, through consultation!

It became apparent in the early stages of the pilot program that the consultation skills weren't effective with the younger children. Teacher feedback was consistently positive from the fifth and sixth grade classes but dropped off dramatically from the fourth grade level. Lower grade

teachers (K-4) were reporting reasons for the ineffective consultation sessions such as: short attention spans, too few leaders, not understanding the rules, not having a clear direction (having to be teacher directed), constantly talking over each other, having a difficult time focusing on any problem but their own, and not taking consultation seriously.

Many of the lower grade teachers (later in the pilot) opted for the second method of resolving conflict (Conflict Resolution Model 2). The teacher feedback revealed more success. A few of the reasons were: it was easier to teach the younger children, they (the children) could handle one-on-one conflicts much easier, the rules were simple, the conflicts were resolved much faster, it took much less teacher time to teach the model, and the children could experience results very quickly.

The parent participation component was an area which required considerable time with several of the classroom teachers. In addition to sharing the value of involving the parents, some of the teachers needed encouragement to keep the lines of communication from school to home open and used. A few participants found it frustrating to check for parent signatures (homework lessons involving the children and the parents) and a few gave up on record keeping.

Ten of the teachers attended at least one of the monthly parent-teacher-student education meetings held in

the writer's room. The meetings always emphasized parent-child involvement in the peace education program (and served as a workshop for the teachers). The writer always modeled at least one of the parent-child lessons (with children) during the evening meetings. All participating teachers were briefed (relative to each meeting's agenda) during the after school visits.

Due to the fact that many of the parents in the writer's class worked during the school day, the meetings were scheduled in the evening. Personal invitations were offered in the form of; letters mailed to each home (followed up later with another letter sent home with each student), a telephone call to each family from the writer, and a personal telephone call to the Hawaiian and Philippine families using key, local people. The key people (well known local people and Chapter One volunteer parents from the writer's class) knew the parents and knew how to speak their native language. It was felt that speaking to and inviting parents in their primary language would bridge some of the culture gap.

Permission was secured from the vice-principal for using the classroom at night and arrangements were made with the head custodian to turn the outdoor lights on for safe deportment. Transportation was provided for parents in need by arranging for group ride sharing (people living in the same neighborhoods or nearby were asked to help with the

driving). Food (each family insisted on bringing something) was always a part (a delightful part) of the evening meetings.

During the course of the eight month implementation period (September - April), the administrator was kept advised of the progress of the program and was included in making decisions, particularly decisions concerning the data required by the writer to properly evaluate New Tools for International Understanding.

Participating teachers were asked to submit all post-test data by April 30, 1991.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

This practicum addressed seven specific behavioral objectives. As shown in Table 3, both parts of objectives two (self-esteem/K-3 and 4-6 student opinions) and five (social skills/K-3 and 4-6 student opinions) and one part of objective seven (consultation skills/4-6 student opinions) were fully realized (see Table 5 for details). As shown in Table 4 (compared to Table 1), objective one (self-esteem/teachers' opinions) and objective four (social skills/teachers' opinions) were close to being fully realized. Objective three (parent participation/teachers' opinions) and as shown in Table 5 one part of objective seven (consultation/K-3 student opinions) were not met.

Table 3

Behavioral Objective Results

Objective	Achieved	Not Achieved
#1 Each K-6 teacher will believe that at least 3 out of 4 children will not have a problem in the area of self-esteem.		X
#2 Grade 4-6 students will show a minimum average gain of 50% after comparing pre and post-test results relative to self-esteem.	X	
Grade K-3 students will show a minimum average gain of 50% after comparing pre and post-test results relative to self-esteem.	X	
#3 Each K-6 teacher will believe that at least 3 out of 4 children will not have a problem relative to parents being actively involved at home in the moral education of their children.		X
#4 Each K-6 teacher will believe that at least 3 out of 4 children will not have a problem in the area of social skills.		X
#5 Grade 4-6 students will show a minimum average gain of 50% after comparing pre and post-test results relative to social skills.	X	
Grade K-3 students will show a minimum average gain of 50% after comparing pre and post-	X	

test results relative to social skills.		
#6 Each K-6 teacher will believe that at least 3 out of 4 children will not have a problem in the area of consultation skills.		X
#7 Grade 4-6 students will show a minimum average gain of 50% after comparing pre and post-test results relative to consultation skills.	X	
Grade K-3 students will show a minimum average gain of 50% after comparing pre and post-test results relative to consultation skills.		X

Table 4

Opinions of 31 Participating K-6 Grade Teachers

Do you believe that at least 3 out of 4 children in your class do not have a problem in the following areas:	Yes	No	Don't Know
Self-Esteem (Respect for or a favorable impression of oneself)	27	4	0
Parent Participation (Actively involved at home in the moral education of their children)	10	18	3
Social Skills (Conversation and friendship skills/getting along with others)	27	4	0
Consultation Skills (Conflict-free conflict resolution skills)	20	10	1

Table 5

Average Gain - Pre/Post-Test Results

	Grade K-3	Grade 4-6
Self-Esteem (Respect for or a favorable impression of oneself)	72%	68%
Social Skills (Conversation and friendship skills/getting along with others)	68%	62%
Consultation Skills (Conflict-free conflict resolution skills)	45%	64%

Conclusions

Behavioral objectives one, three, four, and six all included very difficult (if not impossible) end result statements, "Each K-6 teacher." One hundred percent of the participating teachers (31) believing that 3 out of 4 children would not have a problem with any of the four components (self-esteem, parent participation, social skills, or consultation skills) was an unreasonable projection. Regardless, the writer is pleased to note that 27 out of 31 teachers responded favorably to behavioral objectives one (self-esteem) and four (social skills). In all fairness, most of the teachers felt more comfortable (and successful) teaching self-esteem and social skills lessons. When asked why, most of the responses fell into the "The lessons were easier to teach" category.

20 out of 31 teachers responded favorably to behavioral objective six (consultation skills). Most of the favorable responses came from upper grade teachers (4-6). The results were not unexpected. Several of the K-3 instructors attempted the most difficult of the two conflict resolution models for younger children (Conflict Resolution Model 1 - see Appendix E) and learned it was too difficult, regardless of how it was revised.

Only 10 out of 31 teachers responded favorable to behavioral objective three (parent participation). Only a handful of the teachers were open to inviting parents (for evening meetings) to share the moral education component of "New Tools." Consequently, many of the teachers had difficulty obtaining parent signatures on the home activity sheets and staying on task.

Comparing the students' (K-6) pre and post-tests relative to behavioral objectives two (self-esteem), and five (social skills) revealed considerable gain as one might expect after reading the teacher responses in these two areas. Predictably, the K-3 students did not show a significant gain (nor did they meet the level of expectation) for objective seven (consultation skills).

Recommendations

1. Revise "New Tools" to better accommodate the younger children (K-3) especially in the area of consultation and conflict resolution skills.

2. Require in-service teacher training courses for understanding how to use "New Tools." This will require administrative commitment and involvement.

3. Include more resources (games, songs, music, pen pals, art, names and addresses of peace organizations) in "New Tools."

4. Include the idea of a Peace Council in "New Tools."

5. Include more mediation techniques in "New Tools."

6. Provide more suggestions for parent involvement in the moral education component in "New Tools."

7. Provide more suggestions relative to how teachers can use "New Tools" across the curriculum.

8. Provide more cooperative learning suggestions for teachers.

9. Include a student evaluation component in the program, thus allowing teachers to measure student progress.

10. Include a program evaluation component for program improvement.

11. Build a stronger advocacy group for "New Tools" and after revision, push for a state wide adoption.

Dissemination

The initial two hundred copies of "New Tools for International Understanding" have been disseminated to a diverse audience. In addition to the teachers using the peace curriculum at ten (public and private) schools in Hawaii, requests for copies have been received by the writer and the Spark M. Matsunaga Institute for Peace (University of Hawaii at Manoa) from: the director of the Kamehameha Early Education Project based in Honolulu, the general manager of the psychiatric ward (Veteran's General Hospital) in Yuli, Taiwan, the Physicians for Social Responsibility

(Hawaii Chapter), several teachers and curriculum specialists in Oregon, Tennessee, California, and Florida, administrators and educators in American Samoa, Western Samoa, Australia, Truk, the Marshall Islands, New Zealand, the Cook Islands, Tonga, Saipan, New Caledonia and many more countries in the Pacific.

Sixty (revised editions) have been ordered by the Hawaii State Department of Education for teacher training purposes this summer. The writer has been invited to train (at least 60) teachers how to use "New Tools" at the HCLEY (Hawaii Council on Legal Education for Youth) Summer Institute held at the University of Hawaii William S. Richardson School of Law. This year's theme is global citizenship and the institute is being cosponsored by: The Hawaii Council on Legal Education for Youth, Hawaii State Judiciary, Spark M. Matsunaga Institute for Peace (University of Hawaii), State of Hawaii Department of Education, and the William S. Richardson School of Law.

Recently, the writer presented "New Tools" at the Pacific Women's Conference (held this year in Hawaii) which was attended by women living in more than 20 different countries (including the Falkland Islands). Most of the participants are ordering revised editions (which will be available in early August) to present back home.

In May, 1991, the Physicians for Social Responsibility (Hawaii Chapter) decided to endorse and lend its full

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support for "New Tools." On the heels of this (formal) announcement came word from the Hawaii Preparatory Academy (an internationally renown private school) that "New Tools" will be included in the 1991-1992 curriculum design.

In addition to being presented at local conferences/public meetings (the writer has presented at four public meetings) in several states, "New Tools for International Understanding" has been on display at national and international peace/education conferences in Washington D.C., Honolulu and Hilo, Hawaii, and San Francisco, California. Copies were taken to the Peace Messengers Meetings at the United Nations and to the Soviet Union.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE FOR TEACHERS

May 22, 1990

Fellow K-6 Grade Teachers,

The following questionnaire is designed to provide me with needed information relative to a major practicum proposal for Nova University, Fort Lauderdale, Florida. Please take a few minutes and respond to the following question:

Do you believe that at least 1/2 the children in your classroom have a problem (something is wrong) in the following areas:

	Yes	No	Don't Know
Self-Esteem (Respect for or a favorable impression of oneself)	---	---	---
Parent Participation (Actively involved at home in the moral education of their children)	---	---	---
Social Skills (Conversation and friendship skills/getting along with others)	---	---	---
Consultation Skills (Conflict-free conflict resolution skills)	---	---	---

Thank you for helping!

APPENDIX B

MEASUREMENT QUESTIONNAIRE FOR TEACHERS

MEASUREMENT QUESTIONNAIRE FOR TEACHERS

Fellow K-6 Grade Teachers,

The following questionnaire is designed to provide me with needed information relative to my major practicum experience at Nova University. Please take a few minutes and respond to the following:

Self-Esteem

Student Name	Does the child feel liked?			Does the child feel praiseworthy?		
	Yes	No	Don't Know	Yes	No	Don't Know
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
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_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

Parent Participation

Parent Name	Do the parents (as measured by parent signatures) use the moral education lessons in the parent participation component of the curriculum? (Encouraging, caring for mankind, caring for earth, using good language, being honest, obedient, courteous, and showing humility, etc.).		
	Yes	No	Don't Know
_____	___	___	___
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_____	___	___	___

Social Skills

Student Name	Does the child use the social skills lessons as presented in Level 2 of the curriculum? (Greetings, giving and asking for information, making friends, saying "No," "Thank you," "Excuse me," and "I am sorry," cooperating, serving others, knowing how to apologize, etc.).		
	Yes	No	Don't Know
_____	___	___	___
_____	___	___	___
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_____	___	___	___
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_____	___	___	___

Consultation Skills

Student Name	Does the child use conflict-free conflict resolution skills as presented in Model 2 of the curriculum? (Coming together in unity, observing a moment of silence, listening to what is being said, presenting and letting go of an idea, accepting the opinion of the majority, and wholeheartedly following through on the majority decision).		
	Yes	No	Don't Know
_____	___	___	___
_____	___	___	___
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_____	___	___	___

APPENDIX C
PRE AND POST-TEST MEASUREMENT QUESTIONNAIRE FOR 4-6 GRADE CHILDREN

PRE AND POST-TEST MEASUREMENT QUESTIONNAIRE FOR 4-6 GRADE CHILDREN

Dear Student,

This is not a test. You will not be graded so please do not write your name. No one will know the answers you give are yours.

Please read the question below each line and circle the number that comes closest to your answer above the line. Your teacher will explain the questionnaire to you. Thank you for your help!

I DON'T FEEL LIKED — I FEEL LIKED

1 2 3

DO YOU FEEL LIKED?

I DON'T FEEL PRAISEWORTHY — I FEEL PRAISEWORTHY

1 2 3

DO YOU FEEL PRAISEWORTHY?

NO THEY DON'T — YES THEY DO

1 2 3

DO YOUR PARENTS HELP YOU WITH THE MORAL EDUCATION LESSONS?

NO I DON'T — YES I DO

1 2 3

DO YOU GET ALONG WITH YOUR CLASSMATES?

NO I DON'T — YES I DO

1 2 3

DO YOU KNOW HOW TO SOLVE YOUR PROBLEMS WITHOUT ARGUING?

NO I DON'T — YES I DO

1 2 3

DO YOU KNOW HOW TO SOLVE YOUR PROBLEMS WITHOUT FEELING HURT?

APPENDIX D

PRE AND POST-TEST MEASUREMENT INTERVIEW GUIDE FOR K-3 GRADE CHILDREN

PRE AND POST-TEST MEASUREMENT INTERVIEW GUIDE FOR K-3 GRADE CHILDREN

Each K-3 grade child participating in the program will be asked the following questions by the Kamehameha Early Education Project consultants (1 consultant per grade level, K-5) at the school:

1. Do you feel liked?

2. Do you feel praiseworthy?

3.. Do your parents help you with the moral education lessons?

4. Do you get along with your classmates?

5. Do you argue to settle your problems with your classmates?

6. Do you know how to solve your problems without feeling hurt?

A summary for each child's interview will be provided by the KEEP consultant at the beginning of the year and at the end of the year.

APPENDIX E

PILOT PEACE EDUCATION CURRICULUM

NEW TOOLS FOR INTERNATIONAL UNDERSTANDING:

A PEACE EDUCATION CURRICULUM

FOR ELEMENTARY SCHOOL STUDENTS

Written for:

Nova University
Fort Lauderdale, Florida

and

The Matsunaga Institute For Peace
University Of Hawaii At Manoa

Funded by:

The Matsunaga Institute For Peace

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"If we are to reach real peace in this world

and if we are to carry on a real war against war,

we shall have to begin with children..."

- Mahatmas Gandhi

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INTRODUCTION TO TEACHERS AND PARENTS

New Tools for International Understanding is a peace education curriculum designed for elementary school children (kindergarten through grade 6). It is a series of lessons and suggested activities which can be used by teachers and parents in helping children learn how to make peace with themselves and with others.

Definition of Peace Education

Peace Education can be defined as: education which actualizes children's potentialities in helping them learn how to make peace with themselves and with others; to live in harmony and unity with self, mankind and with nature.

This definition rests on the following principles:

1. The cardinal prerequisite for world peace is the unity of mankind.
2. World order can be founded only on the consciousness of the oneness of mankind.

Rationale for this Curriculum

Teachers, parents, and children (everyone), regardless of culture or nationality, desire to live in a society which is characterized by harmony and unity. Nothing is more important for educators (parents and teachers) to consider and yet, very few children are being taught the skills necessary to achieve the fruition of this desire.

Teachers can justifiably argue that curriculum demands are already too great. There just is not enough time in the day to teach any "add-on" course, even if it is a peace education program. And parents? What peace education program is designed to involve them? What should they be teaching their children about peace? Is peace really possible? Can it really be taught?

Teachers need a peace program that: provides useful tools, gets results, is enjoyable, can be used in any subject area, and can be used at any time during the school day. Parents need a peace program that: provides a strong rationale for its inclusion in the home, provides desirable and useful tools for helping children learn peace making skills, involves the parent and the child in enjoyable collaborative peace activities, and brings the school closer to home. A most important factor in the success of a peace education program is the support of the children's parents. Their role is integral and must be recognized as such (even by the parents themselves).

Goal

The goal of New Tools for International Understanding is that children know how to make peace with themselves and with others.

Objectives

1. Children will have a respect for and a favorable impression of themselves.
2. Parents will be actively involved at home in the moral education of their children.
3. Children will have conversation and friendship skills.
4. Children will learn consultation skills (problem solving, decision making, and conflict-free conflict resolution techniques).
5. Children will feel empowered to help make the world a better place.

Curriculum Characteristics

1. The Consciousness of the Oneness of Mankind. The curriculum recognizes problems such as nationalism, racism, sexism, the disparity between rich and poor, and ignorance that can only be overcome by a commitment to the oneness of humanity.

2. Unity and Diversity. The curriculum recognizes the great diversity of peoples and cultures of the world. The differences, although secondary (for all the peoples of the world belong to one human species), must be protected, respected, and fostered.

3. Multidisciplinary. The curriculum recognizes the need to make content relevant to all subjects the school offers.

4. Parent Component. The curriculum recognizes the need for parent participation.

5. Progressive. The curriculum recognizes the need to build upon itself beginning with the self and ending with humankind.

6. Consultation. The curriculum recognizes the need for a new, more effective method to solve problems, make decisions, and affirmatively resolve conflict.

7. Spiritual Qualities. The curriculum recognizes the need to recognize spiritual qualities such as the nobility of mankind.

8. Moral Education. The curriculum recognizes the need to involve parents in the moral education of their children.

Curriculum Content

The lessons in the curriculum fall under one of the three progressive levels:

1. Level 1: Making Peace Within
2. Level 2: Making Peace With Others
3. Level 3: Making Peace With Mankind

How to Use New Tools for International Understanding

New Tools for International Understanding is a peace education curriculum designed for K-6 grade children. Seventy-one multi-graded lessons are included and can be used to enrich almost any subject area, particularly the language arts, physical education, art, and social studies programs (each lesson includes suggested subject area headings but it is left entirely up to the teacher as to where the lessons will be incorporated into the daily curriculum). Some lessons are recommended for particular grade levels but can be adapted to almost any class.

The designated levels are sequential but not every lesson is, thus a teacher, after perusing the curriculum, may decide to select and use a lesson the class needs that day. Although there are almost enough lessons to allow for two sessions per week during the school year, lessons may be repeated and some should be used daily. Creativity and adaptation are encouraged. Keeping a "Peace Folder" for student work is also encouraged but is not necessary.

In addition to the lessons, special peace activities entitled "Bulletin Board Ideas" are included throughout the curriculum which reinforce fundamental concepts and provide an opportunity for teachers to enrich the physical environment of the classroom. A special resource section has been included after the final lesson to accommodate the needs of teachers who wish to use additional activities and materials to enhance the program.

New Tools for International Understanding recognizes the vital role parents play in the educative process of their children. Thus, a sample letter addressed to the parents is included at the beginning of Level 3 which

invites parent participation. Following the letter are lessons which include a "Parent Participation Guide." The guide is designed to encourage a dialogue between child and parent at home.

Conflict Resolution Skills Model 2 (see next page) should be taught very early in the program. The model will provide the teacher an immediate tool for resolving conflict in class and may be used as the need occurs.

Many opportunities are provided for the children to relate the curriculum to their immediate world (themselves, their friends, adults in the school and in the community, and their family) and to the outside world (world trends, issues, problems, and events). Thus, the curriculum becomes a living document; one measured in deeds, not words.

CONFLICT RESOLUTION MODEL 2

The following rules may be applied anytime a conflict occurs. If a conflict develops during a lesson, the teacher may elect to halt instruction and allow the entire class to observe the conflict resolution procedure. Model 2 (adapted from AGS Systematic Training for Effective Parenting and from Thomas Gordon's Parent Effectiveness Training) may be used the entire school year at any grade level. (See Lesson 28)

Rules

1. Take time out to cool off, if needed. There are times when the best strategy is to momentarily put off the resolution of a conflict. Make the delay as brief as possible before helping to resolve the conflict.

2. Each child states his/her feelings and the problem using "I messages" (without fault finding and interruption).

3. Each child re-states the problem to the other child's satisfaction.

4. Each child states how s/he is responsible for the problem (in most conflict situations, both children will have played a part in the problem).

5. The children brainstorm for solutions. A solution is chosen which satisfies both.

6. The children affirm each other (make a positive statement).

LESSONS FOR CHILDREN TO LEARN HOW TO MAKE PEACE WITH THEMSELVES AND WITH OTHERS

LEVEL I: MAKING PEACE WITHIN

"Since wars begin in the minds of men,
it is in the minds of men
that the defence of peace
must be constructed"

- UNESCO

BULLETIN BOARD IDEA: DEFINING PEACE

Before beginning Lesson 1, you may wish to have the children give meaning to the word "peace" by describing the word. Younger children may have to draw their descriptions.

Ask the children to describe the image, or picture that comes into their minds when they hear the word. For example:

"When I hear the word "Peace," I think of _____

_____

Ask the children to describe how they feel when they think of the word:

"When I think of the word "Peace," I feel _____

_____

Another idea is to ask children to fill in sentences. For example:

"When people stop fighting, there will be _____."
(peace)

"When people work together on a worthwhile project, or to make something beautiful, they are working in _____."
(peace)

What words are opposites of "peace?"

_____ _____ _____

What does your dictionary say about "Peace?"

_____

_____

Any or all of the children's descriptions can be placed on a bulletin board under such headings as: "Defining The Word 'Peace'" or "Picture Peace" or "What is Peace?"

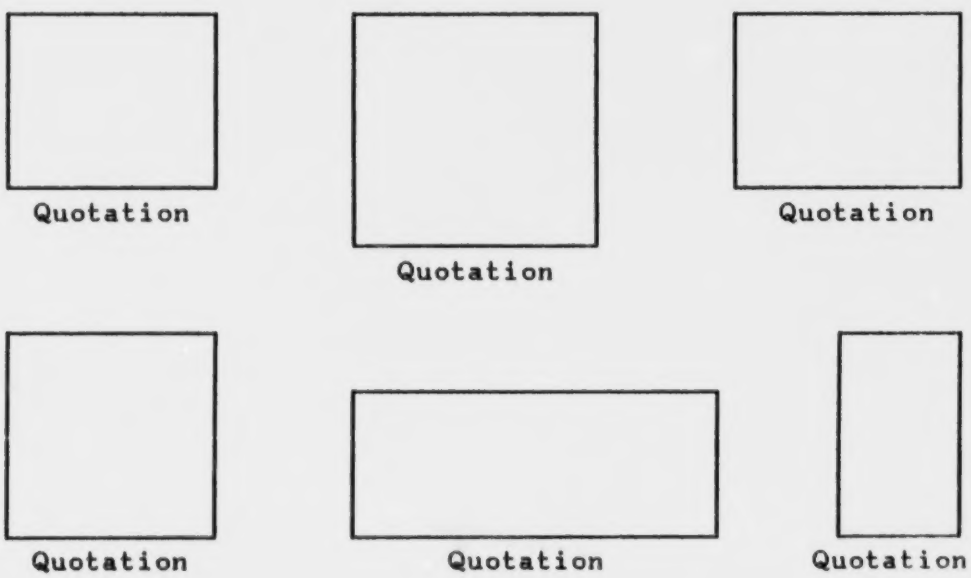
Picture Peace

The definition used in this program (as given in the introduction) is living in harmony and unity with self, mankind, and with nature. Children could paint, draw, or color a scene which would depict a child living in peace with self, others (mankind), and with nature (outdoors, biosphere, universe).

You may wish to use some of the following quotations for a display. Here are a few ideas:

1. Children would enjoy finding, cutting out, and gluing pictures (found in magazines) onto poster paper or tagboard that match the meaning of each quote.
2. Each quote can be used as a topic for written or graphic work to be displayed.
3. You could start a "Peace Talk" board and add peace quotations children discover during the year.

Picture Quotations



"Peace begins in the home." - Mother Teresa

"Peace cannot be kept by force. It can only be achieved by understanding." - Albert Einstein

"Our most basic common link is that we all inhabit this small planet, we all breathe the same air, we all cherish our children's future." - President John F. Kennedy

"Treat the earth well; it was not given to you by your parents. It was loaned to you by your children." - Kenyan proverb

"If we are to teach real peace in this world...we shall have to begin with the children." - Gandhi

"We who know the meaning of the peace pipe also know that, being a living part of the earth, we cannot harm any part of her without hurting ourselves." - Lame Deer

"Peace is not quiet. Peace hums. Peace sings. Peace crackles with energy. And it croons to the little feelings inside us all, easing the fears, reassuring us as we go forward. Peace lives." - Warren Hoskins

"The first man to raise his fist is the man who has run out of ideas." - H.G. Wells

"What one has to do usually can be done." - Eleanor Roosevelt

"Peace is not merely the absence of war. It is the presence of justice." - Martin Luther King Jr.

"Kids are always the only future the human race has." - William Saroyan

"I charge you all that each one of you concentrate all the thoughts of your heart on love and unity. When a thought of war comes, oppose it by a stronger thought of peace. A thought of hatred must be destroyed by a more powerful thought of love. Thoughts of war bring destruction to all harmony, well-being, restfulness and content...Thoughts of love are constructive of brotherhood, peace, friendship, and happiness." - 'Abdu'l-Baha

LESSON 1 GRADES K-2

PEACE WITHIN MYSELF

SUGGESTED SUBJECT AREAS:

Music - Art - Language Arts (Reading/Writing Poetry)

CONCEPTS:

1. It's O.K. to like yourself.
2. Liking yourself helps others to like you too.
3. Every person is important and worthwhile.

PREPARATION/RESOURCES:

Select music, songs, poems with a quiet, peaceful mood
Prepare badge shapes
Make large outlines of themselves
Poster or cardboard
Scissors
Magazine/newspaper cutouts
Glue-sticks
Spray varnish (optional)

TEACHING/LEARNING ACTIVITIES:

1. Listen to music. Sing quiet, peaceful songs.
2. Say, "Think of your favorite quiet place. Close your eyes and imagine you are there."
3. Ask the children to share their thoughts with others.
4. The children may read and write poems which make them feel peaceful.
5. On large outlines of themselves, ask the children to write:
   a. Things they can do to bring themselves feelings of peace.
   b. Their feelings when they are at peace within themselves.
6. Younger children may make peace badges to wear.
7. An interesting way to explore the "self" is through collage techniques. The collage may be used as the cover of a book incorporating various themes of "self" to be explored throughout the school year. Collages may be created by:

   a. Having an idea or theme in mind (i.e. "favorites" such as favorite foods, favorite fun things to do).
   b. Emphasis is on individuality; his/her favorites as being special in a unique way.

c. Cover poster with a background first.
d. Glue "favorite" cutouts over the background.
e. May be framed with color to make a natural border.

LESSON 2 ALL GRADES

I AM THE ONLY ME

SUGGESTED SUBJECT AREAS:

Art - Language Arts (Listening, Imagining, Writing, Public Speaking)

CONCEPTS:

1. Learning how to share.
2. Developing a sense of self-worth.
3. Experiencing imaging and meditation techniques.

RESOURCES/PREPARATION:

Individual photographs of each child (either brought to class or taken at the beginning of the school year by the teacher).

TEACHING/LEARNING ACTIVITIES:

1. Have the children sit in a circle (either on the floor or move the desks to form a circle).
2. When the class has settled down, teach imaging techniques and meditation techniques.
3. The children are to sit very still with their eyes closed.
4. Say, "For the next two or three minutes, describe a very beautiful, quiet place such as a rain forest deep in the Amazon jungle or a sun drenched beach with gentle waves silently approaching the sand."
5. When all the children are perfectly still and quiet, ask them to listen to the quiet and feel the peace.
6. Tell the children that they will be able to listen to the quiet and feel the peace many times throughout the year. It helps make us feel good inside.
7. Ask the children to think about what makes them special and after a minute or so, invite each child to share his/her thoughts.
8. Later, the upper grade children can write their thoughts about what makes s/he special below his/her photograph which will be mounted and displayed in the room. Lower grade children capable of drawing, can draw their thoughts around their photographs which will be displayed.

Instead of using the "Why I Am Special" format, the

following are variations to consider:

1. Use a V.I.P. (Very Important Person) format.
2. Use the I.A.L.A.C. (I Am Lovable And Capable) format.
3. Using a wire hanger, yarn, scissors, and markers, children can create mobiles with such headings as: my favorite food, my favorite thing to do, my family, best friend, etc. The mobiles can be shared in the circle and displayed in the classroom or hall. (Parents enjoy seeing them, especially during the first parent-teacher meeting).
4. Use the W.I.L.M. (Why I Like Myself) format.

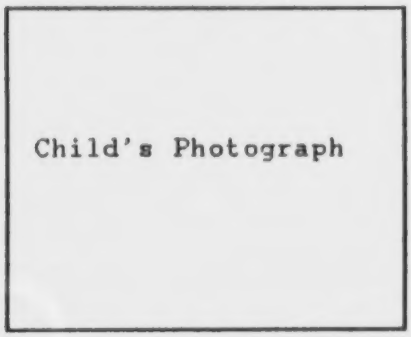
BULLETIN BOARD IDEA: I AM THE ONLY ME

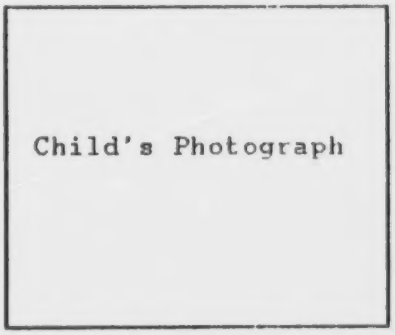
Children enjoy seeing photographs of themselves and their friends. They also enjoy knowing they are special and unique individuals. It takes a bit of effort on your part, but it will pay off handsomely if you can take individual photos of each child the first week or two of school and type the children's responses to the following below each photo:

1. My name is _____.
2. I like to _____.
3. I would like to _____.
4. I am special because _____

_____.

I Am The Only Me





1._____
2._____
3._____
4._____
_____

1._____
2._____
3._____
4._____
_____

LESSON 3 ALL GRADES

AFFIRMATION TRAINING

SUGGESTED SUBJECT AREAS:

Art - Language Arts (Writing, Public Speaking)

CONCEPTS:

1. Positive words lead to positive actions.
2. It's possible to find good qualities in every human being.
3. Every child can be affirmed.

RESOURCES/PREPARATION:

Butcher paper or newsprint
Magic markers and/or crayons
Assorted materials for decorating silhouettes
Index cards
Paste
Glue
Scissors
Paint
Construction paper

TEACHING/LEARNING ACTIVITIES:

Activity 1:

1. Explain the terms "put-downs" and "put-ups" (affirmations).
2. Ask the children to brainstorm all the put-downs and put-ups they can think of in three to five minutes.
3. Record the put-downs on one side of the blackboard and the put-ups on the other side of the blackboard.
4. Ask the children why they think the put-down list is so much longer (which almost always happens) than the put-up list.
5. Children should realize that put-downs hurt people and by affirming, we can fight put-downs.

Activity 2:

1. Each child should have a piece of butcher paper or newsprint about a foot longer than the child is tall.
2. Children are to pair up and take turns tracing each other full-length on the paper with marking

pens.

3. They can decorate the silhouettes as realistically or imaginatively as they wish.
4. Each child should have a turn to stand in front of the class while being affirmed (which is recorded on a sheet of paper) and finally, the child in front of the group affirms himself or herself.
5. Later, each child will transfer the written affirmations to note cards which will be pasted onto the silhouette.

The following are variations to consider:

1. Use a filmstrip projector to trace students' heads.
2. Use a circle time each day and give each child the opportunity to be affirmed.
3. Take a photograph of each child. Enlarge the photo and place written affirmations around it.
4. Use an affirmation interview where one person is interviewed and given special attention in front of the whole group (only one person interviewed at a time and only positive interviews accepted)! Some sample questions are:

    a. What is your favorite food?
    b. What do you enjoy doing the most?
    c. If you were in charge of our planet for one day, what would you do?

5. Perform a motion that expresses your name. Begin in a circle and allow each child to express their family name with a motion.
6. Affirmation name tags can be created by asking children to write their favorite color, subject, place, and one thing they like about themselves on a tag. Afterwards, go around the circle and listen to each person's response to the question.
7. Write each child's name on seven different slips of paper and put them in a bag. Then each child picks out seven slips and writes one positive thing about each person on each slip. These can be handed to individuals, put into affirmation stockings, or read aloud, if the children choose.
8. Making puppets is an affirming activity for children. Often shy children will talk freely with puppets. Create sock puppets out of old socks, scraps of material, and yarn. Cut out facial features and paste them on the sock with white glue. Children can make paper bag puppets out of lunchbags. Fold-up puppets may be made by:

a. Folding construction paper in thirds, lengthwise.
b. Folding in quarters, opening ends at the middle.
c. Folding in half, opening ends on the outside.
d. Gluing on the features.
e. Slipping fingers and thumb into openings and making puppet talk.

After making their puppets, they might want to say something affirming about their creations.

9. Create an affirmation notebook where a child could keep all the self-affirming exercises completed during the year. Self-affirming exercises include:

a. How I spend my time.
b. Things I like to do.
c. Questions about me.
d. One animal I like.
e. A map of my neighborhood.
f. My family.
g. One recipe I like (book, movie, etc.)

10. Create musical instruments. Make a ukulele out of a quart or half gallon milk carton and four rubber bands. Make a drum out of an oatmeal container or a coffee can (upside down) and decorate. Make maracas by putting dried beans or gravel in a container and shake. (Pringles potato chip cans work well). Make sand blocks by covering two blocks of 2 X 4 wood with sandpaper glued to the wood. You may want to use thumbtacks on the sides to attach the sandpaper to the wood.

LESSON 4 **ALL GRADES**

**AVOIDING FAULT FINDING,
BACKBITING, AND SHORTCOMINGS OF OTHERS**

SUGGESTED SUBJECT AREAS:

P.E. (Game) - Language Arts (Discussion/Drawing Conclusions, Listening)

CONCEPTS:

1. Backbiting means speaking ill of others in their absence.
2. Fault finding and backbiting can and usually do offend children and adults.

TEACHING/LEARNING ACTIVITIES:

1. Say, "Close your eyes and imagine a world in which children and adults do not say anything bad about any other person. All you can hear are good things being spoken to each other. What does it feel like? Did you hear anything? Was it peaceful?"
2. Read "Control your Tongue" to the class. (Story quoted in Thoughts by Irene Taafaki - p. 5)

"Control your Tongue"

"One day a rich lady went to a saintly man to ask his advice. She said that she wished to be a saintly woman, but there was one fault which she found difficult to overcome. The saint told her that there was no fault one could not overcome if one wanted to overcome it.

"Then the lady told the saint how she was in the habit of gossiping about others and how she had failed to overcome that fault although she had tried very hard.

"'Can you help me?' she asked the holy man. 'I will do anything you ask me to do.'

"'Very well,' answered the holy man, 'go to the market and buy a fowl. On your way back home, pluck the fine feathers of the fowl and throw them on the street as you walk along. Come and see me after you have done this.'

"The rich lady was surprised to hear this, but she respected the holy man. So she did as she was told and faithfully obeyed his orders.

"The next day she went and told the holy man that she had obeyed his commands.

"'Very good,' answered the saint. 'You have done the first part of your task very well. Now comes the second part. Go to the market and walk along the street again and try to pick up the feathers which you threw on the road yesterday.'

"'That's impossible!' said the rich lady. 'The wind has already blown them in all directions. How can I collect the feathers again?'

"'That is so,' answered the holy man. 'The same happens when you gossip about others. Your words are passed from mouth to mouth and it is impossible to stop the evil spreading, once it has started. The best thing to do is not to start it.'

"The lady was so impressed by this object lesson that she went home determined never to speak evil of anybody again."

2. For younger children, ask and discuss:

   a. "Have you heard of a tattle-tale? What does it mean?"
   b. "What are other ways of telling a bad thing?"

3. For older students, ask and discuss:

   a. "How do you feel when you have discussed another person?"
   b. "How do you feel when you learn that another person has said something unkind about you?"

Game: Drop The Backbite (Variation of Drop the Hanky)

Group stands in a large circle. One child who is labelled "IT" carries a bean bag marked "BACKBITE" behind his back. As he moves around the circle, he drops it behind another child. That child must pick up the bag and run to tag the child who dropped it. If he cannot tag him before "IT" runs around the circle and stands in the empty place, then he becomes "IT" - the child to drop the "BACKBITE." The game has no definitive end. It goes on...until the leader or group deems it should end.

LESSON 5 ALL
GRADES
NOBILITY

SUGGESTED SUBJECT AREAS:

Social Studies - Art - Language Arts (Imagining, Listening, Speaking)

CONCEPTS:

1. Learning to counter the misconception that mankind is naturally aggressive (warlike).
2. Mankind is noble (high and great in character; showing greatness of mind; good).

RESOURCES/PREPARATION:

Drawing paper
Magic markers and/or crayons
Photograph of child (optional)

TEACHING/LEARNING ACTIVITIES

Activity 1:

1. Say, "Picture this in your mind: you are a treasure chest of valuable gems and stones (like diamonds and rubies); only yours are called sharing, honesty, patience, caring, helpfulness, obedience, thoughtfulness, courtesy, cooperativeness and so on."
2. "Some of these qualities are hidden. You have to look for them and pull them out. Some are still a bit rough around the edges. They need to be polished. Some just need to be brought out in the sunshine to sparkle and shine."
3. "These and more are qualities of a Peaceful person. They are all there - in you."
4. The children can draw gems and write their qualities within or they might wish to simply draw their own qualities.
5. Sharing is always important. Listening to and seeing what other children are thinking about adds meaning.

Activity 2:

1. Each child will fasten a personal photo on a piece of paper. The child's name will be written above the photo and the title, "A Noble Person" will be written below.

2. Instruct the children to write special qualities they can see in themselves to the side or under the photo.
3. Say, "Think of some people you would describe as noble. What are these people like? What do they do or say to deserve this description?" Answers are to be written to the side or under the photo.
4. Children are to share their work.

The following are variations to consider:

1. Drawings may be used instead of photographs.
2. Drawings or photographs of friends may be included in the lesson and attached to the same paper.

LESSON 6 **ALL GRADES**

LOVE

SUGGESTED SUBJECT AREAS:

Art - Language Arts (Imagining, Speaking, Reading, Thinking)

CONCEPTS:

1. The word "love" has many meanings.
2. Love can mean an affirmation of that which is felt as real but cannot be seen. (Loving a flower in bloom is one thing; loving the bulb for what it will be is quite another).
3. Love can mean preferring the other person before him/herself.
4. Mankind possesses this special quality.
5. Love can help resolve problems.
6. Love is an important basic need.

RESOURCES/PREPARATION:

Drawing paper
Basic implements for drawing and coloring

TEACHING/LEARNING ACTIVITIES:

1. Ask, "Do caring and loving mean the same thing? What does love mean?" Say, "Human beings are special because they have this quality."
2. Ask, "Why is it easier to resolve a problem when people show love?"
3. Say, "Scientists have discovered that babies who do not receive loving human contact do not develop normally and sometimes die." Ask, "How important is love in our lives?"
4. Say, "Close your eyes and imagine the sun and love being the same thing." Ask, "What would happen to all living things if the sun stopped shining?"
5. Ask the children to draw a picture of what they think it would be like without love.
6. Share and discuss.

The following are variations to consider:

1. Find out how other cultures show love.
2. Invite foreign students or other knowledgeable people to talk to the class about love.
3. Many books and stories written for children using love as the theme (Big Red, for example) can be shared. Questions about love can be generated

from these stories such as:

a. How can we show our love for others?
b. Should we love only people who are like us?

The important point to keep track of is that mankind possesses the special quality called love.

LESSON 7 **GRADES 2-6**

MERCY

SUGGESTED SUBJECT AREAS:

Language Arts (Listening, Thinking)

CONCEPTS:

1. Look upon each other with the eye of mercy.
2. Mankind possesses this special quality.

TEACHING/LEARNING ACTIVITIES:

1. Share personal accounts of situations in which mercy was given.
2. Define mercy. (Compassion and forgiveness are synonymous.)
3. Share the story How Anansi Became A Spider (or a similar story).
4. Ask, "How does the hunter act toward the gnome? How does Anansi act toward him? Why do you think each acts the way he does?"
5. Say, "When the gnome tells the hunter to take all the fish he wants, the hunter does so." Ask, "How many reasons can you think of to explain why the hunter does not take the large animals instead of fish?"
6. Say, "The hunter shares his food with the strange little gnome who later gives him fish to feed his family." Ask, "How many reasons can you think of to explain why people share what they have with others?"

LESSON 8 GRADES K-2

KINDNESS

SUGGESTED SUBJECT AREAS:

Language Arts (Writing Stories, Book Manufacturing, Speaking, Imagining)

CONCEPTS:

1. Kindness enriches our lives.
2. One kind deed leads to another.
3. Giving kindness brings a feeling of well-being to both the giver and receiver.
4. Mankind possesses this special quality.

TEACHING/LEARNING ACTIVITIES:

1. The class should be sitting in a circle. Say, "Close your eyes and imagine a world where everyone is kind. Imagine all the children and adults being so kind that they are forgetting about themselves." Ask, "What does it feel like? Is it peaceful?"
2. Demonstrate the way kindness can be "catching": A does a kind deed for B, then A and B hold hands. A and B then do kind deeds for C and D. Four people now hold hands. These four choose four more. The eight then choose eight more until the whole class has been chosen and can form a ring which involves everyone. Everyone has "caught kindness." Say, "This can now be spread to the home and friends outside school."
3. Discuss the kind deeds which we could do at school and at home, and being aware of kindnesses that have been done for us.
4. The children may make a list of people in the community who are kind to them.
5. Discuss situations in which kindness is needed, e.g. after a fall, when you are feeling sick or sad, or welcoming a new class member.
6. Encourage children to discuss with the class an occasion when someone was kind to them.
7. The children may tell about a time when they were kind to someone, either at school or at home.
8. The children may write a story about a time when they were kind to someone or someone was kind to them.
9. Stories could be published and made into a book. The book could be called "Kindness" or some similar title.

Note: It is important to have some discussion about mankind possessing the special quality of kindness.

LESSON 9 **ALL GRADES**

TRUTH

SUGGESTED SUBJECT AREAS:

Social Studies - Art - Language Arts (Drama, Imagining, Thinking, Listening)

CONCEPTS:

1. Honesty is the best policy.
2. There is no such thing as a little lie.
3. Mankind possesses this special quality.

TEACHING LEARNING ACTIVITIES:

1. Share the story, The Boy Who Cried Wolf with the children.
2. Ask, "Do you think crying "Wolf" is the same thing as telling a lie?"
3. Ask, "What does truth mean?" (Fact and reality are synonymous).
4. Ask, "Which person would you like for a friend, the one who always tells you the truth or the one you can never quite be sure is telling the truth?"
5. Ask, "Can you think of any circumstances when it is better not to tell the truth?"
6. Say, "Close your eyes and imagine a world where everyone tells the truth; lies are never told." Ask, "What does it feel like? Is it a peaceful place?"
7. Act out the story. A shepherd, wolf, sheep, and people of the village are needed.
8. The class can make a mural of the story or this could be accomplished in small groups.

Note: It is important to include some discussion about mankind possessing the special quality of truthfulness.

LESSON 10 **ALL GRADES**

JUSTICE

SUGGESTED SUBJECT AREAS:

Language Arts (Oral Communication, Listening, Thinking) - Social Studies

CONCEPTS:

1. It is better to investigate both right and wrong.
2. It is better to see through one's own eyes rather than through the eyes of others.
3. Mankind possesses this special quality.

TEACHING/LEARNING ACTIVITIES:

1. Introduce the lesson by reminding the class that mankind possesses a very special quality called justice.
2. Ask for personal accounts of when an unjust situation occurred. "Why was it unjust?"
3. Ask, "What is justice?" (Equity, fair, and right are synonymous)
4. Ask the class to sit in a circle. Say, "Close your eyes and imagine a world that is just; a world where everyone is treated fairly. How does it feel? Where are you? Who are you with?"
5. Read Guinea Fowl and Rabbit get Justice to the class (or a similar story).
6. Ask older children:

   a. "How can we develop a just attitude towards all situations and problems?"
   b. "What is your idea of a problem settled in haste? Is such a settlement usually permanent?"
   c. "What is the advantage of seeing with your own eyes and not through the eyes of others?"

7. Younger children:

   Talk about being fair rather than being just.
   a. Ask, "Is it fair to take away someone's possession just because you need it?"
   b. Ask, "Is it fair to strike or abuse a person simply because he annoyed you?"
   c. Ask, "Is it fair not to make friends with someone just because they look different than you?"

Activity - All Grades:

8. This game is called 'Telephone.' Children who are playing the game sit in a circle (a circle of desks is fine). The first child thinks of a sentence to say and whispers it to the next person, who passes it on to the next person the same way, and so on, until the message has gone around the circle. The last person speaks the message out loud. Children are surprised to hear how the message has changed! After the game has been played for a few times, talk about how it shows one of the ways rumors can be harmful, even if they start out as truth. Each child must learn to see with his/her own eyes, hear with his/her own ears. Each child must investigate the truth himself/herself.

LESSON 11 **GRADES K-2**

ALTRUISM

SUGGESTED SUBJECT AREAS:

Language Arts (Listening, Thinking) - Art

CONCEPTS:

1. Helping friends and families.
2. A feeling of self-worth comes when helping other people.

RESOURCES/PREPARATION:

Select pictures of people helping others
Stencil of hand
Prepare a story of someone needing help
Cards with activities which are/are not helpful

TEACHING/LEARNING ACTIVITIES:

1. Ask the children to do small jobs, emphasize how helpful they are and thank each one.
2. Show pictures of people helping. Discuss.
3. Tell your story of someone who needed help.
4. Pick a card. Sort into helpful/not helpful.
5. First and second grade children can write helpful messages on the stencil of hand. Kindergarten children can draw a picture.
6. Ask children to join stencil hands together and display the long chain of helpful hands.

LESSON 12 ALL GRADES

EMPATHY TRAINING

SUGGESTED SUBJECT AREAS:

Language Arts (Letter Writing, Dramatic Play, Oral Communication, Puppets)

CONCEPTS:

1. Consideration of others (including animals) is a valued characteristic of children and adults in our society.
2. Helping others brings a sense of competence.
3. Anything that produces prejudice in a child will decrease the child's ability to empathize.

TEACHING/LEARNING ACTIVITIES:

1. Give a child a specific assignment to be kind to someone at home or at school.
2. Frequently point out to the children examples of people who are kind and empathic toward others. Express your positive feelings for such people.
3. Have the children make believe they are in the place of the person you are trying to arouse empathy toward. Encourage the class to feel what the other person might be feeling.
4. Show, both verbally and in your actions, how good you feel when you are kind to someone or some animal.
5. Write cards for children and adults in the hospital. Many opportunities arise in the classroom for letter writing and card making. Children's parents appreciate the thoughts and will often respond.
6. Have a child tape-record his or her voice, saying "I care about you" or a similar message. Then let all the children listen and identify who is speaking on the tape.
7. Use books with themes based on empathy. Children can write and/or talk about the stories they have read. Children may want to use puppets to share their stories or use dramatic play. A few titles to consider are:

   a. A Special Trade by Sally Wittman (Ages 3-5). When Nelly was small, Bartholomew, her neighbor, pushed her in a stroller. They both get older and Nelly pushes Bartholomew in a wheelchair. A sensitive mutual helping

relationship.

b. I Have a Sister. My Sister is Deaf by Jeanne Whitehouse (Ages 4-6). Sensitive story about the capabilities and limits of a deaf sister. Shows caring, learning, teaching and family life.

c. HELP by Laura Creene (Ages 5-8). Helping each other as well as getting help from nature and objects is the theme of this book. Imaginative treatment of help giving.

d. Harlequin and the Gift of Many Colors by Remy Charlip and Burton Supree (Ages 5-7). Harlequin is faced with missing the carnival because of not having a costume. All children give him a piece of their costumes and he creates a lovely outfit and goes "clothed in the love of his friends."

LESSON 13 ALL GRADES

ACQUIRING A SENSE OF MEANING IN LIFE

SUGGESTED SUBJECT AREAS:

Science (Plant Life, Thinking)

CONCEPTS:

1. Human beings are distinguished by their power of understanding, awareness, and ability to serve others.
2. Human beings are learners and creative problem-solvers.
3. Human beings can develop special qualities; i.e. nobility, love, mercy, kindness, truth, justice, and altruism.
4. Human beings are not born with these qualities fully formed.
5. The purpose of our lives is to develop and show forth these qualities little by little, day by day.

RESOURCES/PREPARATION:

A variety of plant seeds that will grow in the classroom
A container with soil for each child (contact the cafeteria for milk cartons)

TEACHING/LEARNING ACTIVITIES:

1. Hold up a seed (preferably one the children do not recognize) and ask what kind it is.
2. Give clues by naming a few attributes (characteristics or qualities) of the plant when fully grown (long leaves, short stalk, etc.).
3. Once the plant has been identified, write all the plant's attributes on the board.
4. Ask, "Do seeds come with leaves and stems and shoots?" "No, they have to develop."
4. Ask the children what would happen if the plant did not receive proper care (sunlight, water, good soil).
5. On the other side of the board, elicit and write special human qualities.
7. Ask, "Are human beings born with fully developed special qualities?" "No, they have to grow. That gives us meaning in life."
6. Ask the children what would happen if a human did not receive proper care (no love, poor diet, poor education).

7. You will have to help the younger children understand the concept of growing a healthy plant with proper care and growing special human qualities with proper care (giving meaning and purpose to our lives).
8. Give each child a plant container and a few seeds. S/he will have to nurture the plant to eventually discover its attributes.
9. The plant will be strong and healthy if taken care of properly. The child's sense of meaning in life will be enhanced if the connection can be made to appreciate and take care of his/her very special human qualities.

LESSON 14 **ALL GRADES**

SERVICE TO OTHERS

SUGGESTED SUBJECT AREAS:

Science (Experimentation, Thinking) - Language Arts (Journals, Brainstorming) - Art

CONCEPTS:

1. Being of service to other children and adults can be fun.
2. Being of service to others will enhance self-esteem.
3. Being of service to others is a peaceful act that will have influence on the whole world.

RESOURCES/PREPARATION:

Calm water (the classroom sink will be sufficient)
A penny or small object
A personal story about how you have been of service and how it made you feel

TEACHING/LEARNING ACTIVITIES:

1. Say, "Today, we are going to talk about serving others." Ask, "What does the word "service" mean to you?" (Aid, assistance, help)
2. Ask, "How have you been of service to other people?"
3. Ask, "How did it make you feel?"
4. Share your story with the children.
5. Say, "Close your eyes and imagine a world where all the children and adults are helping each other."
6. Ask, "What do you see? How do you feel? Where are you? Who are you with?"
7. Say, "We can have a world like that but first it begins with each one of us."
8. Say, "Let's try an experiment." The children will gather around the sink (already filled with water). Drop a penny or any other small object in the center of the water.
9. Say, "Notice how the ripples go out all over the surface of the water. You have caused a change to occur with a small thing that affected something much bigger." (You may want to ask the older children for a scientific explanation).
10. Say, "By serving others, we can make big changes in the world too."

11. There are many ways a teacher can promote the idea of children being of service:

    a. Use "Service Logs" in which children enter their service records.
    b. Children can draw a classmate's name out of a box and be of service to the classmate for a day/week/month.
    c. Children can write the name of an adult (parent, teacher, friend) on a card and keep a record of service.
    d. You may wish to brainstorm ideas with another teacher about ways the two classes could be of service to each other.
    e. Children can write letters and cards to the lonely and to the ill.

Encouragement and support are needed to make this idea work. Children will quickly learn that being of service to others is fun, self-rewarding, and habit forming!

LESSON 15 ALL GRADES

COMMUNITY SERVICE

SUGGESTED SUBJECT AREAS:

Science (Tree/Flower Planting) - Art - Music (Singing) - Dance - Language Arts (Acting, Letter Writing, Planning Strategies)

CONCEPTS:

1. Serving the community can be fun.
2. Serving the community will enhance self-esteem.
3. Being of service to the community is a peaceful act.

RESOURCES/PREPARATION:

A personal story about how you have been of service to the community (fund raisers, taking classes to a convalescent hospital, donating blood)

TEACHING/LEARNING ACTIVITIES:

1. Say, "Today, we are going to talk about serving the community." Ask, "What does the word "community" mean to you?" (People, population, neighborhood)
2. Ask, "What does the word "service" mean to you?" (Aid, assistance, help)
3. Ask, "How have you been of service to the community?"
4. Ask, "How did it make you feel?"
5. Share your story with the children and emphasize how it made you feel.
6. The following list of community service projects will get you started. You might want to discuss these possibilities with your class and make a group decision regarding choice.

    a. Plan a trip to a convalescent hospital. The children can present a special performance (singing, acting, dancing) and invite their parents to attend.
    b Adopting a grandparent (at the convalescent hospital) is a wonderful community service. Each child could write personal letters and cards. Each child could share drawings and make occasional telephone calls.
    c. Organize a "Pick Up The Litter" minute/hour and clean the playground.

d. Target a particularly messy area on the school grounds and clean it up.
e. Organize a food drive to feed the hungry. This can be done anytime of the year.
f. Consult with the administration and gardeners. Find places to plant flowers and trees and plant them.
g. Children (as individuals or as a class) can write letters to the editor suggesting positive ways to help the community.

BULLETIN BOARD IDEA: PEACE HEROES AND HEROINES

Before, during, or after teaching Lesson 14 (Service to Others) and Lesson 15 (Community Service), you might want to introduce Peace Heroes and Heroines to the children by using a visual display. Consider the following suggestions:

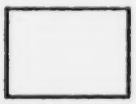
1. On the board, write names of peace heroes and heroines such as:

   a. Eleanor Roosevelt
   b. Martin Luther King Jr.
   c. Mother Teresa
   d. Albert Einstein
   e. Jane Addams
   f. Mohandas Gandhi

2. Share a short story about how each person contributed to the quest for peace. This would be an excellent time to stress the difference between deeds and words. Peace heroes and heroines were people of positive action.
3. Invite the children to bring a large picture of a peace hero or heroine to class for a bulletin board display. (You may have to bring the pictures).
4. After mounting the pictures, you may wish to include a quote or short sentence about the contribution made by the hero/heroine.
5. Older children could research one or any number of peace heroes/heroines.
6. Younger children might enjoy listening to more stories about peace heroes/heroines.

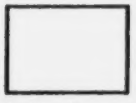
Peace Heroes and Heroines

Mother Teresa

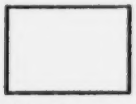


Martin Luther King

Jane Addams



Mahatmas Gandhi



Eleanor Roosevelt

LESSON 16 GRADES K-2

ATTENTION

NOTE: Lessons 16, 17, and 18 (Attention, Goal Setting, and Will) are necessary components for the execution of accomplishment. If any of the three steps are missing, it is easy to see how children (or adults) will fail to achieve. Therefore, it is important that upper grade teachers adapt this lesson to meet the needs of their students.

SUGGESTED SUBJECT AREAS:

Science (Mirrors/Magnifying Glass) - Language Arts (Listening)

CONCEPTS:

1. Attention (one of three parts of volitional competence) is an important factor in actualizing a sense of meaning and purpose in life.
2. Attention is a necessary component of the educative process; without it, achievement is impossible.

TEACHING/LEARNING ACTIVITIES:

1. Explain to the children that as long as the attention of a person is not concentrated or focused, it will be difficult to achieve any results. For example, we cannot obtain the full force of the sunlight when it is cast on a flat mirror, but once the sun shines upon a concave (depressed, indented) mirror (like a magnifying glass), all its heat will be concentrated on a single point. That single point will be very hot! Likewise, if we focus all our attention on a single point, we will get results.
2. Call the children by going to them, one at a time and invite them to the circle to sit down cross-legged, with hands on knees, and not touching each other.
3. Dim the lights in the area where the children are sitting.
4. Sit down with them cross-legged, with hands on your knees, and ask the children to be as quiet as possible. Say, "Close your eyes and listen to ourselves breath."
5. After the class gets very quiet, get up and go quietly to a far spot in the room and stand still.
6. One by one whisper each child's name.

7. As s/he hears his/her name, each child gets up as quietly as s/he can, tip toes over to you and stands next to you, remaining absolutely quiet physically. (If there are too many children, you might want each child to return to his/her desk).
8. Finally, when the last child has joined the group, you move to the light source and turn the lights on. This is a signal for the quiet to be over, and the children may begin quietly talking.

LESSON 17 ALL GRADES

GOAL SETTING

SUGGESTED SUBJECT AREAS:

Language Arts (Listening, Following Directions, Decision Making, Reading) - P.E. (Movement) - Art (Painting)

CONCEPTS:

1. Goal-setting (one of three parts of volitional competence) is an important factor in actualizing a sense of meaning and purpose in life.
2. Goal-setting is a necessary component of the educative process; without it, achievement is impossible.

TEACHING/LEARNING ACTIVITIES:

1. Have the children stand in a position that allow them to move freely.
2. After instructing them not to move until given the signal, ask the children to decide on one movement they would like to make.
3. After allowing time for them to decide, give a quick signal, like a finger snap or hand clap, and watch for exactly one movement.
4. Children should "freeze" after each movement. This makes it stand out from their other movements.
5. Coaching, by saying things like "Get ready," "Not until I say so," or "Remember, only one single movement--any movement you choose, but only one," will help them understand that they must make a decision, isolate them from everything else, and perform the action.
6. Once the children have chosen the idea, the signal can be varied from fast to slow or from loud to soft. The kind of actions that the children are asked to perform can vary from one quick movement to one very, very slow movement.
7. If children hesitate or make uncertain movements, they probably were not really clear on their objective or goal. Coaching ("What will your left hand do?' or "This time, think about moving only one arm.") may help focus attention.

The following are variations to consider:

1. The same approach can be used with a crayon and paper, a ball of clay, or a small stack of blocks.

Virtually any medium or material that allows a child to make a decision that creates a quick change is suitable.

2 Eventually, time periods can be extended so that the child is asked to conceptualize what shape he will give his clay in fifteen seconds, in thirty seconds, etc. However, making a decision about what he will do is the focus of the activity.

The following are other experiences to consider:

1. Virtually any activity can be used to strengthen and reinforce the child's ability to set goals.

   a. Deciding to make a painting and determining what materials will be needed.
   b. Choosing to read a book and then specifying the number of pages.
   c. A child's goal might be to serve others by placing flowers on the cafeteria tables, helping to prepare meals at home and making lunch each morning before school.

The critical factor in guiding the child in goal-setting experience is helping the child to conceptualize clearly the goal state. This step is the keystone of the goal-setting process. On it depends the formulation of sub-goals and the arousal of energy needed to initiate action.

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LESSON 18 ALL GRADES

WILL

SUGGESTED SUBJECT AREA:

Science - Math - Social Studies - Language Arts - Music - Art - P.E.

CONCEPTS:

1. Will (one of three parts of volitional competence) is an important factor in actualizing a sense of meaning and purpose in life.
2. Will is a necessary component of the educative process; without it, achievement is impossible.

TEACHING/LEARNING ACTIVITIES:

1. A child may choose to do a special project. For example, in science on how birds build their nests or how we are depleting our ozone layer. Actually, this lesson may fit in whenever you have any special project time in whatever subject.
2. The child has to decide on a time to start, when it should be completed, and what he should have accomplished each week.
3. If s/he is behind schedule, it may be due to lack of time spent on it, not enough time to do it, loss of interest or it may turn out to be too difficult.
4. You can aid the child in planning and budgeting his/her time for the task at hand; can plan other possibilities to follow, or help in making the project simpler.
5. The support and encourage you give will help the child to persevere, to make progress and give him/her a sense of personal efficacy and control over his/her work. Even if the task is changed to another or simplified, there should be a sense of closure and accomplishment.
6. Frequent checks by you will assess the progress being made. Perseverance can be sustained by noting where the child is on his schedule and where he would like to be.
7. The completed project together with the schedule will give an indication of the child's persistence on a task.

Any activity in which goals are set can strengthen the process of will. A sense of self-arousal, perseverance and

effecting closure is necessary to complete a task, realize an intention, or bring a goal to fruition. The most important point is that a teacher can guide the child's interaction with the environment so that the growth and development of will is fostered.

LESSON 19 ALL GRADES

MEDITATION

SUGGESTED SUBJECT AREAS:

Language Arts (Writing, Reading, Speaking, Listening, Problem Solving, Decision Making, Conflict Resolution, Reasoning) - Art (Painting, Drawing, Creating) - Dance

CONCEPTS:

1. Meditation stimulates imagination and the power of reflection.
2. The source of crafts, sciences and arts is the power of reflection.
3. By using the power of reflection before attempting any of the crafts, sciences and arts, the children will perform at a much higher level.

TEACHING/LEARNING ACTIVITIES:

1. Ask the children to come together and sit cross-legged in a circle on the floor. (If possible, no touching, and no talking)
2. Ask, "What is meditation?" (Silent reflection, contemplation, thinking)
3. Discuss meditation as a means of relaxing and getting in touch with our inner self.
4. Discuss meditation as a means of reflecting before:

    a. Writing (gathering one's thoughts; generating ideas)
    b. Reading (understanding meaning)
    c. Speaking (organizing one's thoughts; concentrating on the material)
    d. Problem solving (thinking and generating ideas)
    e. Decision making
    f. Resolving conflict
    g. Consulting
    h. Reasoning
    i. Painting, drawing, dancing, creating

5. Emphasize the point that by using the power of reflection before attempting any of the arts, sciences, or crafts, the children will perform at a much higher level.
6. Sit up very straight, close your eyes and listen...very carefully to the sounds of nature. Listen for as many different sounds as you can.

7. After a minute or two, ask for and write all the sounds of nature on the board.
8. Now close your eyes again and this time clear your mind of everything. Think about one of the sounds you heard and try to imagine what the sound means. What was the creature trying to say?
9. At this point, the children can express their answers in print, paint, speech, gesture, illustration, and whatever else you can thing of!

Meditation should be used before children attempt any activity that involves conscious thought (see #4 above). Getting in touch with themselves before undertaking a project in any subject area is a major key to success.

TECHNOLOGY AND CURRENT EVENTS

The world is changing so rapidly that it is more important today than ever before in the history of education to incorporate current events into the class curriculum. Important decisions are being made almost daily which affect all our lives. These are decisions which eventually mean whether we are going to have peace by an act of consultative will or by unimaginable atrocities. Children must not only be aware of these decisions but must also know the problems which slow mankind down in the quest for peace and how to solve these problems.

Current events are specifically mentioned at this point because the following three lessons (Developing Consultation Skills) are designed to develop conflict resolution, problem solving, and decision making skills. You won't have to look very far for real live material to use for consultative practice!

Fortunately, we live in an age where technology can bring the outside world in. At the flick of a switch, a laser-disc video hooked up to a computer using hyper-drive program cards which in turn is hooked up to a state of the art overhead display unit can bring almost anything to the classroom, from the most important events in the past 100 years to the latest developments in plate tectonics.

Many, if not most teachers have access to a television and a video player. If you have a compatible (same format - either VHS or Beta) video recorder at home, you could easily record quality news casts such as World News Tohight hosted by Peter Jennings. Besides being a wonderful tool with which to share current events, it would put you in full control of how you wish to manage your time rather than your having to work around inflexible cable news broadcast times during the school day.

Another piece of technology worth mentioning is the LUMA telephone. With it you may call and visually interact (each unit is equipped with a miniature television sender and receiver) with users all over the world, getting first hand current event information.

LESSON 20 **ALL GRADES**

CONFLICT RESOLUTION (MODEL 1)

BACKGROUND:

As stated in the Introduction (Curriculum Characteristics) the curriculum recognizes the need for a new, more effective method to solve problems, make decisions, and affirmatively resolve conflict. Consultation is a new model for the ordering of human affairs at all levels; individuals, families, communities, nations and the world. It is a potent instrument which requires a development of the character of the individuals who are involved in it.

Lessons 20, 21, and 22 are designed to teach children the consultative process. The lessons are vital, being a key component to the success of this curriculum. The consultative process will take time to learn and will test the patience of the teacher, especially the K-3 teachers who will have to adapt, translate, and model. A "Possible Scenario For Consultation" will help facilitate understanding and has been included (after "Teaching/Learning Activities.") Once the skills are in place, the method may be used every day to make effective decisions, solve problems, and resolve conflict positively.

SUGGESTED SUBJECT AREAS:

Social Studies - Language Arts

CONCEPTS:

1. Consultation is a new method used to resolve conflict, solve problems, and make decisions.
2. Consultation is based on unity.

RESOURCES/PREPARATION:

A copy of "Rules For Consultation" (found on the next page) for every child
An abbreviated form of "Rules for Consultation" written on the board or on chart paper
K-1 teachers can draw and distribute a "picture reminder" for each rule (or a simplified version in print for readers)
K-1 teachers can draw "picture reminders" on the board, on chart paper or on tagboard
All teachers must read and thoroughly understand the rules well enough to teach them to the children.
A consultation table with room enough for 7 to 9 students

located where every child can see.

RULES FOR CONSULTATION

1. It is very important that you and the other person (or persons) come together in unity (harmony).

2. Start consultation with a proper frame of mind. You should all have a minute or two of silence and reflect (meditate) before you begin. Concentrate on something or someone positive.

3. Every person must have the opportunity to speak if he or she wishes.

4. Everyone must listen to what is being said. Concentrate on the message - what is being said - not on the speaker. (Think of the speaker as a person just like you, with lots of noble qualities, and be as polite and patient with him or her as you would be with yourself).

5. When you have presented an idea or a thought in your mind, let go of it. Imagine it as an idea in a balloon. Don't hold on to it. That way, if someone suggests something else or changes your idea a bit, you won't feel hurt or disappointed. You may even decide to change the idea yourself.

6. If you are suggesting changes to an idea that has already been brought up, do not refer back to the other person. Once an idea is presented to the group, it belongs to the group as a whole.

7. If all members of the group cannot come to a unanimous decision after discussion, then the opinion of the majority must be accepted by all.

8. Each member of the group must willingly and wholeheartedly follow through on the majority decision once the decision has been made. Disunity will make it impossible to carry through any decision.

If you try to follow this method of consultation, you will be surprised at how quickly solutions and ideas come that everyone likes (or at least can live with).

As people get used to it, they will see how well it works; and they will use it in their families and at their jobs. It will be like a chain reaction. Eventually, our country's leaders will learn how to consult. If they teach the leaders of other countries, they will all be able to solve some of their problems - and get on with the business of building world peace.

TEACHING/LEARNING ACTIVITIES:

1. Begin the lesson by telling the children that another way of getting along with people is through a special kind of communicating, called consultation. It is a good way of working out plans or ways of doing things, of finding solutions to problems. It can be used by individuals - you and a friend - or by groups of people.
2. Say, "Today we are going to learn about how we can consult to settle conflict (arguments, disagreements, and fights)."
3. At this point, model each of the "Rules For Consultation" written on the board. Model by using examples of arguments with which all the children are familiar, i.e. "He cheats." or "She is a liar." or "They don't play fair." Sound familiar?
4. As you model each rule, require feedback, ask questions, ask for questions. Give several situational examples for each rule of how not to have a consultation to determine the depth of learning taking place. Referring to rule #3, for example, would it be acceptable for one or two children to do all the talking? Why or why not? Does a child have to talk if s/he doesn't want to?
5. Key components for understanding are:

    a. When the group of children first sit at the consultation table, a minute or so of silence and meditation is important for focusing on the problem.
    b. Every child must be encouraged to speak, even if it eventually means taking turns (one at a time around the table).
    c. Each child must learn to present an idea and let it go. The idea must belong to the group.
    d. Each child must accept the outcome of the decision. Disunity must not be allowed.

6. It might take several class sessions for the children to understand the concepts. Once 7 to 9 students demonstrate a basic understanding, distribute "Rules For Consultation." Ask the small group of students to take their places at the consultation table and ask the rest of the class to follow along. Eventually, everyone will have many turns at the table!
7. You must facilitate several sessions, until the children are reasonably comfortable with the new

procedure.

8. Before attempting real, live conflicts in the room using this method, try several trial runs using typical conflict situations which occur on the school grounds or in the classroom everyday.

POSSIBLE SCENARIO FOR CONSULTATION

As the children are lining up for recess, you notice two of your students (Larry and Pat) facing each other, practically nose to nose. A heated verbal dialogue is taking place and blows could be exchanged at any moment. After asking the two students to cool off (take time out) for a few minutes, you select five or six students (Diana, Meriah, Jug, Dana, Jeanie, and Sprout) to help consult at the consultation table. You call Larry and Pat (who have had a chance to calm down) to the table.

Teacher: "It is important that we come together with a proper frame of mind. Let's think about something positive (like the story about _____ I shared this morning) while we have our minute or two of silence."

Teacher: "Let's hear from each of the two students who had the disagreement. Let's ask Pat to tell us what happened."

Pat: "It's all Larry's fault. He cut in line. It isn't fair!"

Teacher: "Before we continue, it would be helpful for all of us to remember that we are gathering the facts. We don't blame anyone. Are you saying, Pat, that you feel badly because Larry cut in front of you?"

Pat: "Yes."

Teacher: "Larry, would you like to tell us what happened?"

Larry: "When we started lining up, my friend Mary Helen saved me a place behind her. I didn't cut in front of Pat."

Teacher: "Are you saying, Larry, that you feel it is all right to accept invitations from friends to line up with them?"

Larry: "Yes, and I didn't cut."

Teacher: "Are there any more facts you would like to share, Pat or Larry?"

Both: "No."

Teacher: "Now that we have all the facts, it is time for all of us to share ideas about how we can help resolve this conflict. Remember, we need to listen to what is being said and once an idea has been presented, it belongs to the group. If you present an idea, it is no longer yours. Let go of it, just like a balloon."

Diana: "Why don't we line up by tables? That way we

won't have any problems."

Jug: "That's a crummy idea! Everybody will still take cuts!"

Larry: "Yea, and what if your friends sit at another table?"

Teacher: "Before we continue, it would be helpful to remember that we are not to criticize anyone's idea. Diana's idea is now on the table. It belongs to all of us."

Meriah: "I would like to have all the girls line up in front of the boys in alphabetical order. The boys always get their way!"

Jeanie: "I like Meriah's idea, but I think we should all line up in alphabetical order. That way, the boys will be happy too."

Teacher: "Let's remember, the idea does not belong to Meriah. We can make changes to an idea but it is our idea."

Dana: "We could line up in alphabetical order and have the last person in line take the first position every day. That way everybody would get to be first sometime."

Pat: "I think there shouldn't be any cutting in line. We should just go by the alphabet."

Teacher: "We have heard from everyone except Sprout. Would you like to say something, Sprout?"

Sprout: "I think we should be able to choose a friend to make a team. You (the teacher) could give each team a number from 1 to 15 and each day a new team would have a chance to be first in line."

Diana: "If we decide to use this idea, it will give everyone a chance to be first in line and also be with a friend."

Larry: "Yes, I like the idea of being with a friend."

Teacher: "It sounds like we are reaching a consensus (an agreement). Before we decide, would anyone like to say something?

Jug: "I don't like the idea but I will go along with it."

Teacher: "I am very pleased that you remembered to be willing to accept the decision of the group, Jug. First, let's find out if we have a decision." (Teacher calls on each member for a final opinion).

If all the members of the group cannot come to a unanimous decision after discussion, then the opinion of the majority must be accepted by all.

Teacher affirms each child and compliments the group for its effort in the consultative process. With practice, older children will not have to rely on teacher help.

LESSON 21 **ALL GRADES**

PROBLEM SOLVING

Note: When you and the children are comfortable using consultation to resolve conflict, problem solving may be introduced. Again, practice, patience, and perseverance will be required for successful application. In the beginning stages, it will facilitate matters if you select students who grasp the concepts quickly. They will be able to help other students learn. As the children become more adept at using the model, they will be able to deal with more complex situations which require consultation.

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Problem Solving)

CONCEPTS:

1. Consultation is a new method used to resolve conflict, solve problems, and make decisions.
2. Consultation is based on unity.

TEACHING/LEARNING ACTIVITIES

1. Remind the children that consultation is a new method which can also be used to solve problems.
2. Review "Rules For Consultation." Use techniques as described in Lesson 20.
3. Select a small group of students to move to the consultation table. The rest of the class will remain quiet and attentive during the lesson.
4. Select any of the following problems and/or create your own. "Coach" the group through the consultative process. Be sure enough meditation time is allowed (one to two minutes, minimum).

    a. I would like to go to the movies with _____ but I have already make plans to stay overnight at _____ house.
    b. I promised Dad I would pull the weeds but I really want to play with my friends.
    c. I don't think the teacher understands that I have too much homework. I just can't finish it every night.
    d. My friends want me to smoke with them but I know it is not good for me.
    e. I got into trouble at school today and I don't want my parents to know.

f. My little brother does things he shouldn't do but he never gets punished.
g. I need money to spend but I don't have any.
h. I don't have any friends and I don't know what to do.

5. For older and more experienced children (in the process of consultation), you will be able to offer more complex problems. For example, how do we beat our swords into plowshares? How do we convert the nation's economy from a preparedness for war to a preparedness for peace?

LESSON 22 **ALL GRADES**

DECISION MAKING

Note: If you have used consultation skills as presented in Lessons 20 and 21, practice decision making using the same format. If you have not used Lesson 20, it will be necessary to go back.

SUGGESTED SUBJECTS AREAS:

Social Studies / Language Arts (Decision Making)

CONCEPTS:

1. Consultation is a new method used to resolve conflict, solve problems, and make decisions.
2. Consultation is based on unity.

TEACHING/LEARNING ACTIVITIES:

1. Remind the children that consultation is a new method which can also be used to make decisions.
2. Review "Rules For Consultation." Use techniques as described in Lesson 20.
3. Select a small group of students to move to the consultation table. The rest of the class will remain quiet and attentive during the lesson.
4. Select any of the following situations requiring a decision and/or create your own. "Coach" the group through the consultative process if they need help. Be sure everyone accepts and abides by the final decision of the group.

    a. Should I study and complete homework assignments or watch television every night.
    b. Should I buy myself a favorite record or buy my best friend a birthday gift.
    c. Should I bring a pet home eventhough I know my parents don't want me to?
    d. Should I help my little sister with her homework?
    e. Should I chew gum once in awhile at school?
    f. Should I trade my sandwich for a candy bar?
    g. Should I cut school once in awhile?

LESSON 23 **ADULTS**

IMPROVING CONSULTATION SKILLS

NOTE: As you and your children become more knowledgeable and skillful in using consultation, you will find more opportunities to work with certain isolated skills in your curriculum. For example, public speaking skills (speaking clearly,loudly, and to the point), and listening (for feelings, intended purpose, and with care), are important to develop. You may wish to consider the following ideas for improving consultation skills:

1. Talking

   a. Speak to the point. Be specific. Don't "beat around the bush" or get off track. Stay on target.
   b. Courtesy. Respect the nobility of the other person, even if strong differences of opinion occur.
   c. Feelings count. There will be times in consultation when a child really doesn't have words to express a feeling and it is all right to say, "I don't know why but I feel it is not right."
   d. Include everyone. Don't leave anyone out. Be sure everyone understands the information. Decisions will be made based on the level of understanding.

2. Listening

   a. Listen as if you care. You will expect others to listen to you and care about what you are saying when it is your turn to speak.
   b. Listen for feelings and ideas. There will be times when a speaker's feelings will be louder than his/her words.
   c. Focus on the purpose for consulting. Everything that is discussed should relate to the purpose.

3. Communicating

   a. Acceptance. The feeling of acceptance must be present. The child must feel that his/her contributions matter.
   b. Eye contact. Respect cultural differences. It is not always necessary to establish eye contact in consultation.

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BULLETIN BOARD IDEA: CHILDREN CAN MAKE A DIFFERENCE

After teaching Lessons 20, 21, and 22 and after practicing Conflict Resolution Model 1 for awhile, you might wish to divide the class into several consultative groups. Each group could come up with solutions to problems as presented in the daily news such as poverty, the homeless, hunger, disease, illiteracy, racism, drugs, crime, pollution, and war. Children need to know they can make a difference!

Letters to the Editor could be written either individually or collectively offering solutions to the problems. For example:

January 1, 19__

Dear Editor;

We have been learning a new method to solve problems in Mr/s. _____ class. It is called consultation. After meeting and consulting as a small group, we believe that _____
(Problem and Solution)

_____

_____

Respectfully,

_____

_____

_____

_____ (Each member of the group must sign).

After the letters have been published, cut them out and display.

Children Can Make A Difference
"Dear Editor"

☐ **Topic** ☐ **Topic** ☐ **Topic** ☐ **Topic**

☐ **Topic** ☐ **Topic** ☐ **Topic**

LEVEL 2: MAKING PEACE WITH OTHERS

"We have flown the air like birds
and swum the sea like fishes,
but have yet to learn the simple act
of walking the earth as brothers."

- Martin Luther King Jr.

LESSON 24 **ALL GRADES**

GREETINGS TO BEGIN A SOCIAL INTERCHANGE

SUGGESTED SUBJECT AREAS:

Social Studies (Greetings In Other Cultures) - Language Arts (Drama - Role Playing)

CONCEPT:

1. Knowing how to greet people is a peaceful act.

TEACHING/LEARNING ACTIVITIES:

1. Explain how important it is to make and keep friends by using good social manners.
2. Ask one of the children to be your partner to model the way <u>not</u> to greet people (really be a ham, the children love it)!
3. Teach the children to use the words "Hello," "My name is -----," and "I am very happy to see you." Teach the children these words by:

   a. telling what the words are and in what circumstance they are to be used and by
   b. calling on volunteers and modeling what you have told the children.

4. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned. They may be as creative as they wish.

LESSON 25 ALL GRADES

GIVING AND ASKING FOR INFORMATION

SUGGESTED SUBJECT AREAS:

Language Arts (Drama - Role Playing) - P.E.

CONCEPT:

1. Knowing how to give information and how to ask for information helps people communicate better.

TEACHING/LEARNING ACTIVITIES:

1. Explain how important it is to know how to give information and how to ask for information. For example, how would you feel if someone came up to you and demanded to know something? How would you feel if someone didn't bother to answer your question?
2. Ask one of the children to be your partner to model the way not to give information (being rude, unpleasant, and/or loud) and the way not to ask for information (demanding, too loud, too soft, and incomplete).
3. Teach the children to use polite, audible, clear language when giving and asking for information. Use polite phrases such as, "Pardon me, could you tell me -----?" "Yes, can find what you are looking for in -----." "What is your name?" and "My name is _____." Teach the children these social techniques by:

   a. telling what the words are and in what circumstance they are to be used and by
   b. calling on volunteers and modeling what you have told the children.

4. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned. They may be as creative as they wish.

LESSON 26 ALL GRADES

INVITING PARTICIPATION

SUGGESTED SUBJECT AREAS:

Language Arts (Drama - Role Playing) - P.E.

CONCEPT:

1. Knowing how to invite participation can open doors to new and/or better friendships.

TEACHING/LEARNING ACTIVITIES:

1. Explain how important it is to let the other person know your feelings about playing or doing something together. How will the other person know you want them to participate with you?
2. Ask one of the children to be your partner to model the way not to invite participation. For example, "I know you don't want to play with me." Another example is to model complete silence while staring at the ceiling (a guaranteed reaction from the class).
3. Teach the children to use invitation phrases such as, "Do you want to play with me?" and "Would you like to help me draw this picture?" or "Would you like to help me complete this project?" Teach the children these phrases by:

   a. telling what the phrases are, how important it is to use them, and in what circumstances they are to be used and by
   b. calling on volunteers and modeling what you have told the children.

4. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned. They may be as creative as they wish.

LESSON 27 ALL GRADES

HOW TO LISTEN

NOTE: There are many approaches to teaching good listening habits. Using a game is one of the best.

SUGGESTED SUBJECT AREAS:

Language Arts - Social Studies - Math - Science - Art - Music - P.E. (Listening, Following Directions)

CONCEPTS:

1. Conflict occurs frequently when there is a listening problem.
2. Good listening requires good attention.

TEACHING/LEARNING ACTIVITIES:

1. Begin the lesson by asking the children to talk about good listening habits. Ask, "Why is it important to listen? Must you give all your attention to the speaker?" (Teachers always have humorous stories to share about "listening errors" committed by former students.
2. Say, "Today we are going to practice our listening skills."
3. Meditate for a minute or two and ask the children to listen to the sounds outside the room. After a minute, ask what the children heard. This exercise will help demonstrate how much can be heard if we really listen. (This lesson also demonstrates the difference between hearing and listening).
4. Ask for three volunteers who will be told to listen carefully to a set of directions that will be given only once. (These directions should be followed by one person at a time in front of the rest of the class).
5. The directions should be fairly complicated, but not too long. For example: "Touch you left ear with your right hand. Go to the board and write your first name and underline the second letter. Return to your desk and scratch your right ear with your left hand."
6. The volunteers have to listen very carefully in order to follow the directions.
7. The class will be asked to observe whether or not the three volunteers follow the directions. They will also have to listen very carefully to

understand if the original directions have been followed.

8. Let all three finish before the observers (class) make comments.
9. This game can be played throughout the year with different volunteers. You might want to try the game in small groups where everyone has a chance to follow directions and where the observers have a more active role.

Other games to consider are:

1. The Description Game encourages children to listen closely to different descriptions of the same object. Ask for three volunteers to describe a fairly complex object in the room which is visible to everyone. Then ask the rest of the class to compare each of the three descriptions with what they see. This game can be used as a springboard into discussions about "point of view" and how we differ in observation skills.
2. Communication Storytelling in small groups is a cooperation and a listening skills game. One person begins the story, the next person adds to it, and so on, until everyone in the circle has contributed. To continue the story, go around the circle or have children add to it whenever they feel like it. It is fun to tape record the stories, and play them back to see if each person's part of the story was listened to.
3. It is interesting and educational to analyze the results of playing the Telephone Game (whispering a message from one player to another - the goal being that the last person is to receive the original message). After playing this game, ask what helps people to hear the sentence or phrase correctly. Teach the children ways to improve their skills such as: speaking directly into the ear, speaking distinctly and loud enough, etc. Try the game again and if there is a communication breakdown, find out where it is and correct it.

LESSON 28 ALL GRADES

HOW TO RESOLVE CONFLICT MODEL 2

SUGGESTED SUBJECT AREAS:

Social Studies - Language Arts (Listening, Following Directions)

CONCEPTS:

1. It is possible to solve conflict without hurting each other.
2. Conflict resolution skills promote peace.

RESOURCES/PREPARATION:

Copies of Conflict Resolution Model 2 for the children (see Conflict Resolution Model 2 in Table Of Contents)
Conflict Resolution Model 2 Rules written on the board or on chart paper
K-2 teachers might wish to draw a picture reminder for each rule on chart paper
Note: Developmentally, we cannot expect all the younger children in kindergarten to engage in perspective taking nor can we expect that all the rules will be understood in depth. However, enough of the basics are built into the rules to make the consultation technique a worthwhile endeavor to learn and to use.

TEACHING/LEARNING ACTIVITIES:

1. Discuss conflict in terms of every day occurrences. Elicit examples of conflict on the playground, in class, and in the home. Ask how the conflicts are usually settled.
2. Say, "Today we are going to learn some rules which will help us deal with our conflicts."
3. Discuss each rule written on the board or on chart paper (if on chart paper, use a different color for each rule). Constantly give examples and model each component with volunteer students.
4. Distribute copies of the rules to each child (which may be taken home and shared with the parents).
5. Ask the children for examples of real conflicts (no names, please) and select one to re-enact.
6. Take volunteers to play the various parts of the conflict and allow enough time for the "players" to iron out a few bugs (a few minutes will be sufficient).
7. After the "drama," discuss each role in terms of

understand if the original directions have been followed.

8. Let all three finish before the observers (class) make comments.
9. This game can be played throughout the year with different volunteers. You might want to try the game in small groups where everyone has a chance to follow directions and where the observers have a more active role.

Other games to consider are:

1. The Description Game encourages children to listen closely to different descriptions of the same object. Ask for three volunteers to describe a fairly complex object in the room which is visible to everyone. Then ask the rest of the class to compare each of the three descriptions with what they see. This game can be used as a springboard into discussions about "point of view" and how we differ in observation skills.
2. Communication Storytelling in small groups is a cooperation and a listening skills game. One person begins the story, the next person adds to it, and so on, until everyone in the circle has contributed. To continue the story, go around the circle or have children add to it whenever they feel like it. It is fun to tape record the stories, and play them back to see if each person's part of the story was listened to.
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LESSON 28 ALL GRADES

HOW TO RESOLVE CONFLICT MODEL 2

SUGGESTED SUBJECT AREAS:

Social Studies - Language Arts (Listening, Following Directions)

CONCEPTS:

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2. Conflict resolution skills promote peace.

RESOURCES/PREPARATION:

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1. Discuss conflict in terms of every day occurrences. Elicit examples of conflict on the playground, in class, and in the home. Ask how the conflicts are usually settled.
2. Say, "Today we are going to learn some rules which will help us deal with our conflicts."
3. Discuss each rule written on the board or on chart paper (if on chart paper, use a different color for each rule). Constantly give examples and model each component with volunteer students.
4. Distribute copies of the rules to each child (which may be taken home and shared with the parents).
5. Ask the children for examples of real conflicts (no names, please) and select one to re-enact.
6. Take volunteers to play the various parts of the conflict and allow enough time for the "players" to iron out a few bugs (a few minutes will be sufficient).
7. After the "drama," discuss each role in terms of

who was hurt, and who lost.

8. Using the Model 1 rules, coach and guide the children through the "drama" again. You may use this approach many times until the children feel comfortable using Model 1 skills.

LESSON 29 ALL GRADES

BRAINSTORMING FOR CONFLICT RESOLUTION

SUGGESTED SUBJECT AREAS:

Social Studies - Language Arts (Brainstorming, Literature)

CONCEPTS:

1. Resolving conflict can mean coming up with some new ideas.
2. Brainstorming is an effective technique to gather ideas about an issue or a problem.

RESOURCES/PREPARATION:

Conflict Resolution Model 2 written on the board or on chart paper
Rules For Brainstorming written on the board or on chart paper (see #4 for Rules)
Note: All work may be accomplished verbally in K-2 classes.

TEACHING/LEARNING ACTIVITIES:

1. Say, "Today we are going to learn more about brainstorming and how it can help us find solutions."
2. Review Conflict Resolution Model 2 (CRM 2) with the children. If you have time and you feel the children could use the extra practice, select one out of several real conflicts children have experienced in your room and dramatize it. Then perform the play again using CRM 2. If you choose not to use this technique today, move on to #3.
3. When you get to "brainstorm for solutions" (Rule #5), stop the drama and ask the class to brainstorm for new ideas using Rules For Brainstorming.
4. Rules For Brainstorming are:

    a. The problem is stated and a key question is asked such as, "What could happen if ____?"
    b. The brainstorming group throws out many ideas without discussing or criticizing them.
    c. Accept all ideas without comment, regardless of how unusual an idea might sound.
    d. Record the ideas, categorize, simplify, and evaluate.
    e. Discuss and develop those ideas which seem most relevant.

5. Record all ideas on the board or on chart paper and guide the children to select several solutions and circle them. It is not necessary to "boil" it down to one solution. There are many situations where choices and alternatives are of great benefit.

Note: Many brainstorming ideas about peace and conflict resolution have a base in literature. The following books are recommended for your consideration:

a. The Story of Ferdinand by Leaf Munro (Ages 3-5). Classic story of a bull who did not want to fight.
b. The Knight and the Dragon by Tomie de Paola (Ages 3-6). A story about a knight and a dragon gearing up for a fight. The result is a disaster and they decide to pool their resources and open a BarBQ.
c. A Peaceable Kingdom by Alice Provensen (Ages 3-6). An alphabet verse with clear illustrations supplemented frequently by minute inscriptions representing Shaker thought such as "Come gather under my wings of Peace."
d. La Nina Invisible by Garcia Sanchez (Ages 4-6). The story of a child, Maria, who gets caught between the hostilities of the blue and green children. By becoming invisible and undoing the hostile acts she helps create peaceful play.
e. The Tears of the Dragon by Hirusuke Hamanda (Ages 5-8). One boy does not believe the village rumor that the dragon who lives on the mountain is evil. He decides to invite the dragon to his birthday party. This book points out the role of misinformation and prejudice in creating walls.
f. The Terrible Thing That Happened at Our House by Marge Blaine (Ages 7-9). Mom goes back to work, and then everything starts to change. One of the children runs away and the family has a meeting to work out solutions to everyone's difficulties.
g. The Magic Hat by Kim Chapman (Ages 7-10). A "Busybody" builds a fence separating the boys and the "Masculine" toys from the girls and "their" toys. The children are unhappy with this division and decide to get rid of the fence.
h. Fanshen, the Magic Bear by Becky Sarah (Ages 8-11). After talking to the Magic Bear,

Laura convinces the people to stop cooperating with the oppressive king.

i. The Animals' Peace Day by Jan Wahl (Ages 3-5). The animals gather for a peace day and dinner and in no time get entangled in a quarrel. When fighting ends they say, "Let us try again tomorrow."

LESSON 30 GRADES 4-6

HOW TO MAKE FRIENDS

NOTE: K-3 teachers may easily adapt this lesson by introducing a few concepts at a time. It is conceivable that several days would be needed.

SUGGESTED SUBJECT AREAS:

Language Arts (Imaging, Drama - Role Playing) - Social Studies

CONCEPTS:

1. Having standards is important when making friends.
2. There is no room for prejudice when making friends.
3. Having something to say is important when making friends.

TEACHING/LEARNING ACTIVITIES:

1. The children should be sitting in a circle.
2. Say, "Close your eyes and imagine you are in a very special place. It is a place where every child cares for each other and every child is a friend to each other. Hold on to that thought for a few seconds."
3. Say, "Open your eyes. Where were you? What did it feel like? Who was with you?"
4. Say, "Today we are going to talk about how to make friends." Ask, "What qualities (attribute, characteristic) do you look for in a friend? For example, do they have to be nice? Do they have to be generous? Does the color of their skin matter or the way they dress or the way they look?" Write the responses on the board or on a piece of chart paper.
5. If such qualities as trustworthiness, truthfulness, courtesy, honesty, concern, kindness, and compassion are not mentioned, either add them to the list or elicit them from the children.
6. Allow the class to decide which are the most important qualities and circle them.
7. When you want to talk to a new friend, introduce yourself by saying, "Hello, my name is ------. What is your name?" Find something special about your new friend and tell him/her. Invite the new friend to join you in an activity.
8. Call on volunteers and model what you have told

the children.

9. Finally, the children are to pair-up and in five to ten minutes, present a very brief skit to the class incorporating all the concepts they have learned in today's lesson. They may be as creative as they wish.

LESSON 31 **ALL GRADES**

SAYING "NO" AND ACCEPTING "NO"

NOTE: The following lesson is in fact two lessons and may be taught as such.

SUGGESTED SUBJECT AREA:

Language Arts (Drama - Role Playing)

CONCEPTS:

1. Many children have a difficult time saying "No" because of peer pressure.
2. Many children have a difficult time accepting "No" from an adult.

TEACHING/LEARNING ACTIVITIES

1. Ask the children to share times when they have had to say "No."
2. Ask the children to share times when they have been told "No" by adult.
3. Explain how important it is to learn how to say "No" and how to accept "No."
4. Explain ways to say "No." For example, when a child is asked to do something illegal or immoral, the child should say "No." If the same question is asked, the child should propose an alternate plan. If the same question is asked again, the child should say "No" and proceed with the alternate plan.
5. Ask one of the children to be your partner to model what a child should say when asked to do something wrong.
6. Explain to the children that an adult usually has a good reason for saying "No" and it should be respected. By accepting "No" for an answer, the child is showing respect and maturity.
7. Ask one of the children to be your partner to model what would happen if a child accepted "No" from an adult (adult would be pleased - showing signs of child maturing).
8. 1/2 the class will pair-up and present a very brief skit to the class demonstrating what they have learned about saying "No."
9. 1/2 the class will pair-up and present a very brief skit to the class demonstrating what they have learned about accepting "No."

LESSON 32 GRADES 4-6

PROVIDING EFFECTIVE RATIONALES FOR SOLUTIONS

SUGGESTED SUBJECT AREAS:

Social Studies / Math / Language Arts (Brainstorming, Thinking)

CONCEPTS:

1. Providing an effective rationale for solutions helps to avoid conflict.
2. Providing an effective rationale for solutions helps people understand each other.
3. Providing an effective rationale for solutions can help solve problems.

RESOURCES/PREPARATION:

Prepare a list of effective rationales for solutions (see #1 below)

TEACHING/LEARNING ACTIVITIES:

1. Explain how important it is to provide a good reason for a solution. For example, if two children both want to take a message to the class next door, one of the children might offer a good reason (rationale is underlined) for a solution by saying, "Why don't you take the message today and I will take it next time. That way we will both have a turn."
2. Ask one of the children to be your partner to model the way to provide a good reason for a solution.
3. Provide more examples. This is a difficult lesson to comprehend the first time around. You should prepare some examples before the lesson begins.
4. Ask the children to pair-up and in five minutes present a very brief skit to the class demonstrating what they have learned.
5. You will have to provide extra help with this lesson. The children will have a difficult time in the beginning coming up with ideas. This is where brainstorming will come in handy.

LESSON 33 **ALL GRADES**

STANDING UP AGAINST UNREASONABLE OR AGGRESSIVE DEMANDS AND BEHAVIOR

NOTE: There are many useful children's books which can be used to complement this lesson. Sharing stories children read and sharing children's experiences about the topic of this lesson will help validate what you are teaching.

SUGGESTED SUBJECT AREAS:

Social Studies - P.E. - Language Arts (Drama, Reading, Reporting)

CONCEPTS:

1. Standing up against unreasonable or aggressive demands and behavior is a form of justice.
2. Standing up against unreasonable or aggressive demands and behavior is difficult for many children.

TEACHING/LEARNING ACTIVITIES

1. Solicit personal accounts of children not standing up against unreasonable or aggressive demands and behavior.
2. Ask, "What did you do? How did you feel after?"
3. Solicit personal accounts of children who have stood up against unreasonable or aggressive demands and behavior.
4. Ask, "What did you do? How did you feel after?"
5. Explain to the children that there will be times when they must stand up and say, "No, your time is up, and it's my turn now." Give other examples where the statements are non-threatening and very honest.
6. Ask one of the children to be your partner to model the way to stand up against unreasonable or aggressive demands and behavior. You play the villain after setting up a situation on the playground where you are "hogging" the tetherball. Coach the volunteer as necessary.
7. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

LESSON 34 ALL GRADES

ACCEPTING REASONABLE DISAGREEMENT

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPT:

1. Accepting reasonable disagreement can promote better human relations.

TEACHING/LEARNING ACTIVITIES:

1. Explain how important it is to promote better human relations (keeping conflict at a minimum) by accepting reasonable disagreement.
2. Ask one of the children to be your partner to model the way <u>not</u> to behave when a child is confronted by a small disagreement. For example, your partner might be explaining that s/he must leave because s/he has to return home before dark. You might respond by saying, "I don't really care what your parents' rules are. You should stay with me."
3. Ask the class for ideas about what you could have said.
4. Teach the children to accept reasonable disagreement by saying such things as: "Okay, I see what you mean," "Yes, I can go along with what you are saying," and "It's fine with me. I understand." Teach the children this technique by:

   a. sharing examples and by
   b. calling on volunteers and modeling what you have told the children.

5. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

LESSON 35 GRADES 3-6

COMPROMISING ON SOLUTIONS

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPTS:

1. Children can work out agreements on their own by compromising on solutions.
2. Compromising on solutions is a skill which can help promote harmony.

TEACHING/LEARNING SITUATIONS:

1. Explain how important it is to promote harmony by compromising on solutions that are not or cannot be immediately served by using consultation skills (compromising has nothing to do with consultation).
2. Ask one of the children to be your partner to model the way not to act when a situation arises and a compromise would be in order for a solution. For example, your partner might ask if s/he could use the computer for five more minutes and would allow you to use it the last ten. Your response might be, "What? Do you think I am crazy? I want all the time that is left!"
3. Ask the class for ideas about what you could have said.
4. Teach the children to compromise on solutions when a quick response is needed by carefully considering compromise situations. For example, in the example you modeled, you would not have been hard pressed to give the child an extra five minutes and it would have meant so much to that person.
5. Teach the children to compromise on solutions by:

   a. brainstorming for more examples and writing them on the board or a piece of chart paper,
   b. writing a list of examples before the lesson and role playing with your examples and/or
   c. role playing with the examples suggested by the class.

6. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

LESSON 36 **GRADES K-2**

EXPRESSING INTEREST IN ANOTHER CHILD

SUGGESTED SUBJECT AREAS:

Art (Puppets) - Music (Appreciation) - Language Arts (Imaging, Drama)

CONCEPTS:

1. Expressing interest in another child shows that you care about him or her.
2. Children need to affirm and be affirmed.
3. Expressing interest in another child is an act of peace.
4. To behave in a friendly way towards other children brings friendliness in return.

RESOURCES/PREPARATION:

Sock, paper bag, and/or fold-up puppets made and used in Lesson 3 (Affirmation Training)
Background scenery for the puppets is not necessary but would be a welcome addition, especially for the shy children
Soft background music (such as Afternoon of a Faun by Debussy or Canon in D Major by Johann Pachelbel) would complement the lesson, especially during the warm-up imagination exercise

TEACHING/LEARNING ACTIVITIES:

1. After the children have settled down and are sitting cross-legged in a circle, ask them to close their eyes and imagine that they are in a beautiful forest full of friendly little animals.
2. Say, "Look carefully and you might be able to see another child about your age walking under the trees moving away from you."
3. Say, "You have never seen such a gentle looking child. Even the animals want to make friends with the child."
4. "Suddenly the child looks your way and sees you. You can feel your heart beating faster as the child walks towards you. Hold this picture in your mind for a few more seconds."
5. "Slowly open your eyes. What are your thoughts? What were you thinking when you saw the child? What were you thinking when the child saw you and started walking towards you?"
6. "If you wanted to express your interest in the child, how would you do it?"

7. Say, "Today, we are going to talk about some of the ways you can show interest in another child."
8. Ask for a volunteer to help you model:

    a. Smiling
    b. Nodding
    c. Looking into his or her eyes
    d. Asking and answering further questions (be especially creative here since it is the only speaking part)

9. Ask two children to model using their puppets.
10. You may wish to allow more children to model, thinking they might not get the opportunity!
11. Ask the children to pair-up and practice modeling using their puppets (to be presented when most of the children are ready).

LESSON 37 **GRADES K-2**

EXPRESSING AFFECTION

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPTS:

1. Expressing affection is a peaceful act.
2. Knowing how to express affection is important.

TEACHING/LEARNING ACTIVITIES

1. Explain how important it is to know how to show how much you care for another child.
2. Ask for three of the children to help you model the following three ways a child can express affection for another child:

   a. Hugging
   b. Saying, "You're my friend."
   c. Saying, "I like you."

3. Discuss other ideas you and the children might have about other ways to express affection.
4. Ask the children to pair-up and select any way they wish to demonstrate their understanding of this skill to the rest of the class.

LESSON 38 **ALL GRADES**

EXPRESSING APPROVAL

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPTS:

1. Expressing approval can improve human relations.
2. Knowing how to express approval is a skill.

TEACHING/LEARNING ACTIVITIES:

1. Explain how important it is to know how to express (tell) approval (support, favor, endorse).
2. Explain how important it is for others to know you do approve.
3. Ask one of the children to be your partner to model the way not to express approval. ("I don't like your drawing" or "Your new dress looks terrible")
4. Teach the children how to appropriately express approval "I really like the way you help other children" and "I like that." Teach the children by:

   a. giving and asking for examples of appropriate expressions of approval and by
   b. calling on volunteers and modeling what has been said.

5. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned. Younger children may wish to use puppets.

LESSON 39 ALL GRADES

SAYING AND ACCEPTING "THANK YOU"

SUGGESTED SUBJECT AREAS:

P.E. (Game) - Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPTS:

1. Saying "Thank you" can improve human relationships.
2. Saying "Thank you" is a peaceful act.
3. Accepting "Thank you" means listening to and acknowledging the other person.

TEACHING/LEARNING ACTIVITIES:

1. Explain how important it is to use good social manners.
2. Say, "If someone does something for you, what should you say?" ("Thank you.")
3. Say, "If someone says "Thank you." to you, what should you say?" ("You are welcome.")
4. Say, "Let's try something to find out if we really understand. I want you to correctly respond with either a "Thank you" or a "You are welcome" after each sentence:" (Read the following list rapidly)

   a. What an efficient worker!
   b. Excellent effort!
   c. You're really sticking to your chore!
   d. Thank you.
   e. I care about you and I want to listen to you.
   f. You're improving everyday!
   g. Thank you.
   h. Thank you for cooperating.
   i. It's nice being with you.
   j. Thank you for being quiet when I need you to be.
   k. It was so thoughtful of you to write me a note.
   l. Thank you for helping your mother and father.
   m. How exciting that you could figure that out by yourself!
   n. Thank you for your kind thoughts.
   o. I knew you could do it!
   p. Thank you for such wonderful responses, class!

5. Ask each child to place a bean bag on his/her head

and walk around the classroom. When a child's bean bag falls, s/he freezes and cannot move until someone comes along and picks up the bean bag for him/her. The child who is helped must say "Thank you" and the one who helped will say "You are welcome."

6. The children are to pair-up and present a very brief skit to the class demonstrating what they have learned. Encourage creative dialogue.

BULLETIN BOARD IDEA: THE GOLDEN RULE

Very often, a peace discussion in a classroom will somehow find its way to a child eager to share the "Golden Rule." You may wish to create a bulletin board which includes the "Golden Rule" as taught by all the major religions. One of the interconnecting threads which weaves its way through religion is the way we behave towards others.

Buddha said: "Hurt not others in ways that you yourself would find hurtful."

Zoroaster said:
"That nature only is good when it shall not do unto another whatever is not good for its own self."

In the Talmud, the Holy Book of the Jewish Faith, it is written:
"What is hateful to you, do not to your fellow men. That is the entire law, all the rest is commentary."

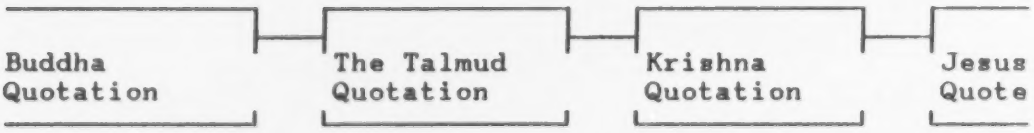
Krishna, the Teacher of the Hindu Religion, said:
"This is the sum of all true righteousness: deal with others as thou wouldst thyself be dealt by. Do nothing to thy neighbour which thou wouldst not have him do to thee after."

Jesus said: "As ye would that men should do to you, do ye also to them likewise."

Muhammad said in the Koran, the Holy Book of Islam:
"No one of you is a believer until he desires for his brother that which he desires for himself."

Baha'u'llah said:
"Blessed is he who preferreth his brother before himself."

The Golden Rule



LESSON 40 ALL GRADES

WHEN TO SAY "EXCUSE ME," "I AM SORRY," AND "PLEASE"

SUGGESTED SUBJECT AREAS:

Social Studies / P.E. / Language Arts (Role Playing, Social Skills)

CONCEPTS:

1. Knowing when to say "Excuse me," "I am sorry," and "Please" are important social skills which enhance a child's dignity.
2. A child who uses these social skills will help promote peace and harmony.

TEACHING/LEARNING ACTIVITIES:

1. Explain how important good manners are.
2. Ask, "Can you imagine living in a world where words like "Excuse me," "I am sorry," and "Please" were never used? What do you think would happen? Why do we need words like these?" (Remember Lesson 5 - Mankind is noble and one of the ways we can express our nobility is by practicing courtesy and good manners.)
3. Ask, "When would you use the words, 'Excuse me?'"
4. Record the responses. One of the responses might be, "When entering a room and walking in front of someone."
5. Ask the children to line up outside the door. You should place yourself by the door where you normally greet the children in the morning. As they enter the room, each child will say, "Excuse me" to you as s/he walks by you. (This can be a fun activity if the children can quickly follow your instructions.) Your response to each child will be, "Certainly" or something similar.
6. Ask, "When would you use the words, 'I am sorry?'"
7. Record the responses.
8. Ask pairs of children to present examples of what has been recorded and/or discussed. Coach the children.
9. Ask, "When would you use the word, 'Please?'"
10. Record the responses.
11. Many children know this word as the "magic word." It is often used when requesting something but the children are to be reminded about Lesson 31 - accepting a "No" response from an adult with grace often shows the sign of maturing.
12. Ask pairs of children to present examples of what

has been recorded and/or discussed. Coach the children.

13. The children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned. Younger children may use puppets.

LESSON 41 ALL GRADES

OFFERING HELP

SUGGESTED SUBJECT AREAS:

Social Studies - Language Arts - Math - Science - Art

NOTE: Teachers using programs such as cooperative learning, "Each One Teach One" or cross-age/cross-grade level teaching are providing natural laboratories for practicing the concept of offering help.

CONCEPTS:

1. Offering help is a peaceful act.
2. Helping others contributes to the formation of a strong sense of self.
3. Helping others can make a child feel good.

TEACHING/LEARNING ACTIVITIES

1. Ask the children to share a few of the many "helping" experiences in which they have participated.
2. Ask how it made them feel and how it made the other person feel.
3. Use your resources to demonstrate the wonderful quality human beings can develop if they work on it (helping others). Consider using slides, films, photographs (children can bring photographs of themselves helping others), magazines, books, audio and/or video tapes, and community speakers to establish the fact that people are helping people all over the world.
4. You might want to introduce the "helping professions."
5. This would be an excellent time to brainstorm and come up with ideas on how to help each other during the school day or how to help the family at home.

LESSON 42 **ALL GRADES**

COOPERATING, SHARING, AND TAKING TURNS

NOTE: All the exercises and games presented in this lesson can be adapted for younger children. Also, consider playing meditation music in the background for the imaging portion of the lesson.

SUGGESTED SUBJECT AREAS:

Music (Singing, Playing Class-Made Musical Instruments, Music Appreciation) - Art (Group Drawing, Making Musical Instruments) - Language Arts (Charades, Storytelling, Imaging) - P.E. (Cooperative Games)

CONCEPTS:

1. Cooperation, sharing, and taking turns encourage individual affirmation and growth.
2. Cooperation, sharing, and taking turns help develop a positive, peaceful atmosphere.

TEACHING/LEARNING ACTIVITIES:

1. Say, "Close your eyes and imagine a world where everyone shares. No one is hungry and the homeless all have places to stay."
2. "Imagine a world where everyone cooperates. Peace is a reality. There are no more wars and all the people are helping each other."
3. "Imagine a world where all the people eagerly take turns. There is no more pushing and shoving and grabbing and cutting in line. There is such a peaceful atmosphere."
4. Say, "Open your eyes. How did you like the world you just visited? How did you feel? What did you think? Would you like a world like that?"
5. Say, "It is possible to have a peaceful world like that. When we all learn how to cooperate, share, and take turns, it will help make it possible."
6. Say, "Let's have some fun and practice what we have been talking about."
7. The following activities help children develop and appreciate a cooperative atmosphere:

    a. One Word Storytelling is a large group cooperation game. One person begins a "story" with one word, the next person adds a word, and so on until every child in the circle has added one word to the story. Cooperation exists when words are set up so

the next person can add a word easily and when the last person can end the story naturally. (Variations to this game include: each child adding a sentence instead of just a word, and beginning a story with a sentence, clapping your hands and pointing to someone to continue the story.)

b. Singing is a very positive , group-oriented activity to bring a group together. Red Grammer's tape, "Teaching Peace" has some outstanding songs for children to sing.

c. Group Music Making can be done with handmade instruments (see Lesson 3 - Affirmation Training.) Guitars, spoons, recorders, harmonicas, bottles, jugs, pans, etc. can also be used to make group music. When the children are serious, this is such a wonderful activity! Choose a conductor who will point to a musical instrument to begin a rhythm. The conductor will wait until the rhythm is established and then point to the next musical instrument and so forth until all the children are participating. For variation, the conductor may point to one or two musicians for solos.

d. Machine Building is really fun! In small groups, begin by demonstrating a "human machine". For example, you might demonstrate a washing machine by two people holding hands with outstretched arms and a third person inside moving around as the "dirty laundry". Other possibilities include a typewriter, a car wash, or a blender. After demonstrating, the small groups can get together and create their own machines which will be presented to the class and identified.

e. Group Drawings will provide many opportunities for group development. As a group (each child must contribute), children can be assigned to draw a store, a shopping mall, a monster or ? (why not brainstorm for other ideas). Note: the younger the child, the more guidance will be required.

f. Barnyard is a funny game. Children stand in a large circle, choose six animals and count off by animals. Then, with everyone's eyes closed, each person finds all the others of his or her kind by constantly calling the animal sounds. When two of the same animals come across each other, they hold hands and find others until they are all together.

LESSON 43 GRADES K-2

ASKING BEFORE HELPING; ASKING BEFORE SHOWING AFFECTION

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPT:

1. Asking before helping and asking before showing affection are courtesy skills that contribute to a child's social awareness.

TEACHING/LEARNING ACTIVITIES

1. Explain to the children how wonderful it makes most other children feel when they know you want to help them or hug them.
2. Say, "There will be times when another child might not want any help or a hug."
3. Say, "This is the reason why you should know to ask before helping and showing affection."
4. Ask one of the children to be your partner to model the way to ask before helping. ("May I help you?")
5. Pretend you are cleaning the blackboard. Your partner will ask to help.
6. Ask one of the children to be your partner to model the way to ask before showing affection. ("May I hug you?")
7. Pretend you are reading a book or writing a letter. Your partner will ask to show affection.
8. Finally, the children are to pair-up and present a very brief skit to the class demonstrating what they have learned. Be creative and use another variation if you wish.

LESSON 44 ALL GRADES

OUR NEEDS ARE THE SAME

SUGGESTED SUBJECT AREAS:

Social Studies (Geography) - Language Arts

CONCEPTS:

1. All people have the same basic needs, regardless of any physical differences.
2. The basic needs are food, clothing, shelter, and love.

RESOURCES/PREPARATION:

Various pictures (photographs, magazine pictures, posters) depicting people from different cultures
A large world map
Chart paper (the board can be used)

TEACHING/LEARNING ACTIVITIES:

1. Ask, "Did you know that there is not another person in the world with finger prints exactly like yours?"
2. Ask, "Do you know how unique and special you are?" "There isn't another person like you on the entire planet and there are billions of people!"
3. Say, "There are some things, however, that all people have in common. They all have basic needs."
4. Lead a class discussion relative to needs people must have to survive and record them on the chart paper or on the board. (Food, clothing, shelter, and love) Some children will suggest people's wants rather than their needs.
5. Display your pictures. It would be wonderful, if living in a mixed culture, children could share family pictures. Ask if the people in the pictures have the same basic needs.
6. If you have a large world map, ask the children to locate the countries where the people in the pictures live.
7. Discuss our differences but conclude the lesson by talking about our sameness (our oneness), being members of one family living on one planet. We all share basic needs.

LESSON 45 ALL GRADES

HOW TO APOLOGIZE

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills) - P.E. (Game)

CONCEPT:

1. An earnest and warranted apology is a peaceful act.

RESOURCES/PREPARATION:

Flagbelt
Blue and yellow disc

TEACHING/LEARNING ACTIVITIES:

1. Explain how important an earnest (sincere) and warranted (justified) apology can be in maintaining a good relationship with another person.
2. Explain the terms earnest and warranted. One must never be insincere when apologizing nor should one ever apologize for something they didn't do.
3. Say, "An apology should only be given once and you should remain calm when giving your apology."
4. Ask one of the children to be your partner to model the proper way to apologize.
5. Say, "Begin the apology by saying you are sorry and what you are sorry for doing."
6. "If the apology is accepted, feel free to leave or talk about something else."
7. "If the apology is not accepted, say you are sorry again and you will try to change. Then leave."
8. Ask for another volunteer partner and once again model the proper way to apologize. Create your own situations requiring an apology or consider the following:

    a. Apologize to your parents for turning on the dials of the stove.
    b. Apologize to your friend for putting glue or gum into his/her hair.
    c. Apologize to your mother for pouring her perfume on the cat.
    d. Apologize to your mother or father for decorating your body with permanent markers.
    e. Apologize to your brother for screaming in

his ear as a joke.

f. Apologize to your teacher for forging your parent's signature on school notes.

g. Apologize to your mother for taking pennies, and chewing gum from her purse without getting permission.

9. Ask the children to pair-up and in five minutes present a very brief skit to the class demonstrating what they have learned.

10. Divide the class into two teams. One side gets the blue flags and the other the yellow flags. All students line up facing each other 3 feet from the center line. Flip the blue and yellow disc and let it land. If it lands with the yellow side up, the yellow team chases the blue team trying to pull as many flags as they can. The blue team tries to run past a designated line about 35 feet away. Remind the students about the safety rules and to apologize immediately if they should trip someone.

LESSON 46 **ALL GRADES**

SERVING OTHERS

SUGGESTED SUBJECT AREAS:

Art - Music - Social Studies - Language Arts - Science

CONCEPTS:

1. Serving (caring for, assisting, helping) others is an act of peace.
2. Serving others promotes self understanding.
3. Serving others feels good.
4. Serving others promotes friendship and interpersonal relations.

TEACHING/LEARNING ACTIVITIES:

1. Help define the term "serving" with the children.
2. Ask the children to think of as many people they can who have served mankind (King, Gandhi, Schweitzer, Teresa, Mandella, Nightingale, Keller). Depending on the age of the child and on his/her worldly experience, you might have to guide this discussion away from local sports heroes and rock stars to people who have served with altruistic motives.
3. Write the names of the servants on the board.
4. Discuss each name and what kind of service s/he performed.
5. Ask, "Why do you think these people served?"
6. Ask, "Why should we give up our own interests for the sake of others?"
7. "Can we willingly serve other people without genuinely loving them?"
8. "How can we show love for humanity?"
9. "What kind of helpful service can you contribute at home, at school, in the community?"
10. After brainstorming for more ideas, you may consider inviting several children at a time or all the children in for a special lunch where each child will serve the other (complete with "Thank you," "You are welcome," and "Please").

Note: There are many books and stories which incorporate a service theme. You may even decide to use video tapes of well known people who are serving (to demonstrate its significance). Oral reports, book reviews, drawings and paintings, music, and almost any assignment can be related to people who are serving mankind.

LESSON 47 ALL GRADES

HOW TO RESPOND TO TEASING

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts / P.E. (Role Playing, Social Skills)

CONCEPTS:

1. Knowing how to respond to teasing can help avoid many conflict situations.
2. Teasing can be a destructive force in human relations.

TEACHING/LEARNING ACTIVITIES:

1. Explain the destructive nature of teasing.
2. Ask for examples from the children. (There will be many!)
3. Ask, "How did it make you feel? How long did you feel this way? Did you fight back? Did you give in to the teasing? Did you try anything that worked?"
4. Ask, "What solutions do you use now? What works? What doesn't work?"
5. Ask one of the children to be your partner to model the way <u>not</u> to respond to teasing. (For example, join in, tease back, fight)
6. Ask, "What did you see and hear, class? Did it stop the teasing? How do you think I feel now?"
7. Teach the children to respond to teasing by using the following technique: making direct eye contact, using a serious face, and calmly asking the person(s) to stop. If the person stops, say "Thank you." If the person does not stop, simply turn around and walk away. You are a noble human being and you do not have to listen to any language which attacks your dignity. Teach the children this technique by:

   a. telling the children what the technique is and by
   b. calling on volunteers and modeling what you have told the children.

8. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

LESSON 48 ALL GRADES

INTERRUPTING APPROPRIATELY

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPTS:

1. Interrupting another person's conversation requires a learned social skill.
2. Learning how to interrupt appropriately will demonstrate the child's concern for the feelings of others.

TEACHING/LEARNING ACTIVITIES:

1. Ask, "Have any of you children ever interrupted anyone's conversation? Did s/he get upset with you?"
2. Ask, "What would be a better way of interrupting?"
3. "When should you interrupt?" (Only when it is important and you cannot get the information any other way)
4. "When shouldn't you interrupt regardless of how important the information is?" (When people do not want to be interrupted and when they are upset).
5. Ask one of the children to be your partner to model the way <u>not</u> to interrupt.
6. Teach the children to interrupt appropriately by using the following technique: stand where you can be seen, wait for a break in the conversation and say, "Pardon me, may I interrupt your conversation?" Listen for an answer. If it is "No," accept it. If it is "Yes," say "Thank you" and quickly state your reason for interrupting. Teach the children this technique by:

   a. telling what the technique is and by
   b. calling on volunteers and modeling what you have told the children.

7. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

LEVEL 3: MAKING PEACE WITH MANKIND

Parent Participation Component

"Peace is present when things form part of a whole greater than their sum, ..."

- Saint-Exupery

DEAR PARENT(S),

My class is using a new peace program designed to include parents. I am learning how to make peace with myself and with others. I am learning how to solve problems, make decisions, and resolve conflict. I am learning many other things too.

I can learn a number of things here at school but once in awhile I will need your help at home. The new program we are using includes lessons I will be given at school to take home. I will need you to sign each lesson so my teacher will know you are working with me. With your help, I will learn even more.

If you have any questions about the program, my teacher would be very happy to talk with you.

Thank you for your support.

_____
Child's Name

Dear Parent(s),

Research reminds us, again and again, that parent participation (especially at home) in the lives of their children paves the way to higher academic achievement. You are a powerful role model. You are the most influential adult(s) in your child's life. As such, you are the key component in making this program work.

What it boils down to is this. If you are interested in seeing positive, significant changes in your child's life; if you are interested in seeing real growth in how your child gets along with himself/herself and with others, and whether or not your child enjoys every opportunity to make a significant contribution to the realization of peace on our planet, it is going to take effort from every corner of life; the home, the school, and the community.

When your child brings a peace lesson home, please take a few moments; join in the discussion and sign and return the paper. It will be placed in your child's special "Peace Folder" kept here at school.

With kindest regards,

_____
Teacher's Name

LESSON 49 ALL GRADES

THINKING THAT FIGHTING IS NATURAL

NOTE: Please teach Lesson 5 - Nobility - before teaching this lesson.

SUGGESTED SUBJECT AREAS:

Art (Poster) - Language Arts (Role Playing)

CONCEPTS:

1. One of the barriers (something that blocks the way) to peace is a mistaken belief that people are naturally aggressive (warlike and ready to attack without good reason)
2. Many conflicts are justified on the basis of the belief that people are naturally aggressive.
3. Mankind is not naturally aggressive.
4. Mankind is noble (high and great in character; showing greatness of mind; good)

RESOURCES/PREPARATION:

Poster paper for half the class
Felt pens, crayons or paint

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Ask, "How many of you children enjoy getting into fights and arguments? How many of you would rather have peace?"
2. Say, "Some people believe that human beings are warlike." "What do you believe?"
2. Say, "Most people living on our planet are peaceful people. Very few people actually enjoy fighting and making war on others."
3. Say, "One of the most important qualities we have is that we are noble (good) and we want to work on that quality so we can become as noble as possible."
4. Ask, "What are some of the good qualities we have?" (Sharing, honesty, patience, caring, helpfulness, obedience, thoughtfulness, courtesy, cooperativeness and so on)
5. Write the qualities on the board or on chart paper.
6. Ask the children to pair-up and create a poster (to be shared with the class) showing what nobility means to them.

PARENT PARTICIPATION GUIDE

THINKING THAT FIGHTING IS NATURAL

CONCEPTS TAUGHT AT SCHOOL:

1. One of the barriers (something that blocks the way) to peace is a mistaken belief that people are naturally aggressive (warlike and ready to attack without good reason).

2. Many conflicts are justified on the basis of the belief that people are naturally aggressive.

3. Mankind is not naturally aggressive.

4. Mankind is noble (high and great in character; showing greatness of mind; good).

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.

2. Ask your child to define the term "noble."

3. Point out discuss some of the noble members pictured in the family photo album.

Please sign and return: _____

LESSON 50 **ALL GRADES**

LACK OF EDUCATION

SUGGESTED SUBJECT AREAS:

Language Arts / Social Studies (Imaging, Brainstorming)

CONCEPTS:

1. One of the barriers (something that blocks the way) to peace is the lack of schooling or education.
2. There are many people all over the world who have not gone or are not able to go to school; they cannot read or write.
3. These people want peace but they can't study about it, they can't write about it and many don't know how or where to start doing something about it.

RESOURCES/PREPARATION:

Drawing paper
Review the first barrier to peace with the children
Play "Clair DeLune" by Debussy (or something similar) as background music during the "Imaging" session

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Ask children to sit in a circle. Say, "Close your eyes. Imagine you are in a small village somewhere far away. Your people have been fighting each other tribes for as long as you can remember. Your people are weary of losing their children to the wars."
2. "Imagine that no one in the village can read or write, not even one person!"
3. "Now imagine that a book of instructions arrives. The instructions tell how we can all enjoy world peace; no more fighting, just unity."
4. "Now imagine each person in the village trying to find one person who could read the instructions."
5. Say, "Open your eyes." "What did you see? How did it make you feel? Could this happen to you?"
6. Ask the children to work in threes today and create a drawing (to be shared with the class) showing how the lives of people without an education are affected. (You might have to brainstorm for more ideas) Each child is to contribute to the drawing. In other words, all three children will work cooperatively and all three will draw. Planning ahead will be required.

PARENT PARTICIPATION GUIDE

LACK OF EDUCATION

CONCEPTS TAUGHT AT SCHOOL:

1. One of the barriers (something that blocks the way) to peace is the lack of schooling or education.

2. There are many people all over the world who have not gone or are not able to go to school; they cannot read or write.

3. These people want peace but they can't study about it, they can't write about it and many don't know how or where to start doing something about it.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.

2. Ask your child to name two barriers to peace.

3. Discuss the importance of education with your child.

Please sign and return: _____

LESSON 51 **ALL GRADES**

PREJUDICE

SUGGESTED SUBJECT AREAS:

Art - Social Studies - Language Arts (Audio Recording and Transcribing Techniques, Photography, Interviewing Techniques, Information Gathering and Reporting, Video Production Techniques, Public Speaking, and Writing)

CONCEPTS:

1. One of the barriers (something that blocks the way) to peace is prejudice (an opinion formed without taking time and care to judge fairly; people show prejudice when they dislike other people because they belong to a different religion or a different race).
2. People are very different in some ways - in color of hair, eyes, skin, tone of voice, and way of dressing and eating.
3. In many more ways people are all the same.
4. Besides being created noble, people all need to eat and sleep, like to play, to love and be loved, and so on (see Lesson 44 - Our Needs Are The Same).

RESOURCES/PREPARATION:

Pictures depicting people from different cultures
Old magazines
Paper with identical circle faces
Martin Luther King's "I Have A Dream" speech
The Tears of The Dragon or a book with a similar theme

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. One of the barriers to peace is prejudice. Define the barriers and prejudice. Ask the children for stories they would like to share about prejudice.
2. Talk about what is going on in the world today (you might want to share a pre-recorded newscast depicting prejudice in its many forms). For the older children, you might want to read and briefly discuss Martin Luther King's "I Have A Dream" speech. For the younger children, read and discuss Hirusuke Hamanda's delightful book, The Tears of the Dragon. (See Lesson 29 for a description of this book). There are many suitable stories and books written for children relevant to the subject of prejudice.

3. Display your pictures so that children may see people from different cultures. Ask the children to identify similarities between themselves and the people in the pictures. List the similarities on chart paper or on the board (arms, eyes, hair).
4. Ask the children if they have ever seen a flower garden full of the same flowers. "Would it look any better if there were different kinds of flowers?" (Give examples) "Would you want to see an all white or an all brown flower garden or would you like to see different colors in the same garden?"
5. Say, "What makes the picture so interesting and fun to look at are the differences in the people. List differences on chart paper. If we were all the same, we would be boring!"
6. "People are much more interesting and beautiful in their differences."
7. For the younger children, distribute a ditto with four or five identical faces (circles with straight lines for eyes, nose, and mouth). Allow each child to make each one different and beautiful. Later, share these with the class.
8. For the older children, distribute old magazines. Each child may make a collage depicting the human family.
9. This would be a perfect time to invite parents to visit the class and share their cultural heritage. Getting to know the "other" culture tears down walls!
10. You might decide to study various cultures by studying their food (that way, you can have your words and eat them too!)

Asking children to document family members is an excellent way to get to know other cultures. The children may wish to use tape recorders, cameras, or video recorders when interviewing members of their family. Reporting the information to the class will be a rewarding and stimulating exercise! The following format is intended to be used as a guide only and it can and should be changed to fit the circumstance. For example, the guide may be used to document non-family community members.

Introduction:

Politely state your name, school, class and purpose of the interview. Your sincerity and politeness will show. The success of your interview will depend largely on these two qualities.

Documentation:

1. Family history - consider questions such as:

   a. Where were you born?
   b. How long have you lived in _____?
   c. Why are you living in _____?
   d. Were your parents raised in _____?
   e. What difficulties have you encountered living in _____?

   Record contributions made by your family members to the community. Be sure to document all ethnic backgrounds.

2. Skills - document skills and talents. For example, if you discover that Grandma X can weave cloth in a special "family" way, you might wish to take a photograph. If Uncle Q can repair lawn mower engines, your photograph might show him turning a bolt or tightening a screw. If Cousin B can make soap, capture the process on film and what if Sophia can bake a special homemade lychee pie? Would you take a picture of Aunt Sally playing the tuba?

3. Customs - document such things as:

   a. Food
   b. Dance
   c. Music
   d. Art
   e. Manners
   f. Scholarly pursuits

4. Traditions - look for beliefs, legends, and/or statements, etc., that have been passed down through the family from generation to generation. (It might be a special observance honoring the sons or daughters in the family or visiting relatives on a certain day every year).

5. Values - consider questions such as:

   a. What are you proud of in relation to your family?
   b. What is something you are proud of that you can do on your own?
   c. Are you proud of a particular family tradition?

Conclusion:

Thank your interviewee. Be sure you have all your

information before leaving. You will want his/her name, address, and telephone number.

PARENT PARTICIPATION GUIDE

PREJUDICE

CONCEPTS TAUGHT AT SCHOOL:

1. One of the barriers (something that blocks the way) to peace is prejudice (an opinion formed without taking time and care to judge fairly: people show prejudice when they dislike other people because they belong to a different religion or a different race).

2. People are very different in some ways - in color of hair, eyes, skin, tone of voice, and way of dressing and eating.

3. In many more ways people are all the same.

4. Besides being created noble, people all need to eat and sleep, like to play, to love and be loved, and so on.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to name three barriers to peace.

2. Ask your child to define the term "prejudice."

3. Look for examples of prejudice in newspapers and magazines. Discuss with your child.

Please sign and return: _____

LESSON 52 ALL GRADES

NOT LOVING ALL MANKIND

SUGGESTED SUBJECT AREAS:

Art - Music (Appreciation) - Social Studies / Language Arts (Imaging, Thinking, Research, Brainstorming)

CONCEPTS:

1. One of the barriers (something that blocks the way) to peace is some people place the love of their country first; before the love of mankind.
2. Most of the conflicts and wars in the past have been caused because the leaders and the peoples of a nation have placed love of their country first.
3. The earth is a global village and we must develop a consciousness of world citizenship.

RESOURCES/PREPARATION:

Be thinking about how you will assign "What If" statements
Play "Oasis" by Kitaro (or something similar) as background music during the "Imagination" session
Drawing paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Explain the first and second concepts and give examples. (Some examples can be found in history books, magazines, newspapers, and on television).
2. Ask the children to sit in a circle. Say, "Close your eyes. Try to see all the countries of the world. Try to see China, South Africa, The Soviet Union, Japan, Mexico, and the United States; all the countries."
3. "Imagine that all the countries of the world are getting smaller and smaller. They are shrinking every second until every country fits into a tiny neighborhood. India might be next door and France might be across the street."
4. "Hold this thought in your mind for a few seconds. All the people of the world are your neighbors. They all live in your neighborhood."
5. "Open your eyes. What did you see? What were you feeling?"
6. "Wouldn't it be wonderful if everyone could think of other countries as the "house next door," and the people of that country as our neighbors? In most neighborhoods, people are courteous and considerate of each other, and they help each

other out whenever it is needed."

7. Explain the third concept.
8. Ask the K-4 students to work in groups of 4 or 5 and cooperatively draw their vision of this neighborhood concept. Pre-planning on your part will be necessary (children must be guided to know what they are going to draw before they begin). Each group will share their work with the class.
9. Break the grade 5 and 6 students into groups of 5 or so and assign each group one of the "What If?" statements (found on page 210 in the Hawaii State Department of Education's (Teacher's Resource Guide) - The World Citizen Curriculum:

   a. What if all nations used their military expenditures for solving the world's hunger problem?
   b. What if all nations were to share their food supply equally?
   c. What if the same monetary unit (say the dollar) becomes used as the standard, legal currency everywhere in the world?
   d. What if national borders were removed, so that people could move and live wherever they chose?
   e. What if one international language were developed and speaking proficiency of the language became an educational requirement in all schools?
   f. What if a "World Council" were formed that made global laws?

10. Each group will brainstorm ideas about possible global consequences, record them, and share them the next day after each child has had the opportunity of taking this lesson home. Parents will also brainstorm ideas which the children will bring to school and share. The "What If" exercise is designed to demonstrate the need for global cooperation.
11. During sharing time, all students are to evaluate the ideas presented. You might consider a culminating paper or further research into this fascinating topic.

PARENT PARTICIPATION GUIDE

NOT LOVING ALL MANKIND

CONCEPTS TAUGHT AT SCHOOL:

1. One of the barriers (something that blocks the way) to peace is some people place the love of their country first; before the love of mankind.

2. Most of the conflicts and wars in the past have been caused because the leaders and the peoples of a nation have placed love of their country first.

3. The earth is a global village and we must develop a consciousness of world citizenship.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to name four barriers to peace.

2. Read your child's "What If" statement and brainstorm for possible global consequences.

Please sign and return: _____

LESSON 53 ALL GRADES

EXTREMES OF WEALTH AND POVERTY

SUGGESTED SUBJECT AREAS:

Math - Language Arts (Dear Editor Letters, Consultation)

NOTE: All teachers (especially K-3) should review Lesson 20 if your students have not been practicing conflict resolution (Model 1) skills.

CONCEPTS:

1. One of the barriers to peace is the extremes of wealth and poverty (lack of money; being poor, the lack of what is needed).
2. The problem is not that there is an insufficient food supply in the world or a shortage of resources to house, clothe and educate all the world's people. The problem is a lack of will and commitment to solve the immense problem of world poverty.

RESOURCES/PREPARATION:

A consultation table
Review consultation skills

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Explain the first concept and give examples.
2. Ask the children to define the word "poverty." Write their responses on the board.
3. Poverty is a word that describes the many people in the world who do not have enough food or clothing or shelter. Some of these people are poor because they don't have an education. Some are poor because they have had terrible disasters - like no rain or water to grow food; or flooding which ruined crops. Some countries don't have enough resources (assets, wealth) to provide for all their people - soil is poor, or they don't have oil or gold or factories to make things that can be sold.
4. The World Bank says that almost 40% of the people in developing (just beginning, forming, maturing) nations are living in destitution (poverty) without adequate resources to provide the basic necessities (food, clothing, shelter) of life. Hundreds of millions of people suffer from hunger, disease, inadequate housing, and lack of clean

water.

5. Explain the second concept and provide examples.
6. Did you know that 41 thousand infants and young children die every day because of poor nutrition (nourishment, food) and disease? (You might want to relate the number 41 thousand to the population of the school to give a better understanding of the term and/or tie this portion of the lesson in your math class).
7. Select a group of children to sit at the consultation table. Their assignment is to consult (using Model 1) and come up with some solutions to the problem. The rest of the class will observe the process.
8. For the students who are able to write, consider sending their solutions to the "Dear Editor" section of your local paper. You can copy the suggestions and send them to the paper for younger children. (See page 59 for a "Dear Editor" bulletin board idea).

PARENT PARTICIPATION GUIDE

EXTREMES OF WEALTH AND POVERTY

CONCEPTS TAUGHT AT SCHOOL:

1. One of the barriers to peace is the extremes of wealth and poverty (lack of money; being poor, the lack of what is needed).

2. The problem is not that there is an insufficient food supply in the world or a shortage of resources to house, clothe and educate all the world's people. The problem is a lack of will and commitment to solve the immense problem of world poverty.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to name five barriers to peace.

2. Ask your child to share what s/he has learned. Help with difficult concepts.

3. Together, with your child, gather some canned goods and donate to the needy.

Please sign and return _____

LESSON 54 ALL GRADES

NO COMMON LANGUAGE

SUGGESTED SUBJECT AREAS:

Music (Appreciation) - Language Arts (Imaging, Speaking)

CONCEPTS:

1. One of the barriers to peace is that mankind does not have a common language.
2. We must be able to communicate with each other in order to learn about and understand each other.
3. Having a common language would make people feel more like they are part of the same "neighborhood" of countries.

RESOURCES/PREPARATION:

Play "Canon in D Major" by Johann Pachelbel (or something similar) as background music during the "Imagination" session
Chart paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. If you know a language other than English, open the lesson by speaking a few sentences. If you don't speak another language, ask a child who does to speak (anything in any language; it doesn't matter). If all else fails read something backwards or invent a language!
2. The children will really enjoy hearing another language but the chances of understanding it are remote.
3. Explain the first two concepts to the children.
4. Ask the children how we can understand other people if we don't speak the same language.
5. Have the children sit in a circle. Say, "Close your eyes. Imagine you are walking through a shopping mall in your town. You notice something very strange. People are speaking but you don't understand a word they are saying!"
6. "You walk everywhere and ask for help but no one understands you."
7. Say, "Open your eyes. What did you see? What did you hear? How did it make you feel?"
8. Brainstorm for solutions to the problem. Write every suggestion on a piece of chart paper. Ask the children to help eliminate suggestions they don't feel would work. Circle the suggestions

that might work.

9. If the children don't mention concept three, bring it up and discuss.
10. Another possible solution is if people learned two languages at school - their own native language, and an International one that everyone speaks and understands.
11. Later, older children might experiment with a child invented common language.

PARENT PARTICIPATION GUIDE

NO COMMON LANGUAGE

CONCEPTS TAUGHT AT SCHOOL:

1. One of the barriers to peace is that mankind does not have a common language.

2. We must be able to communicate with each other in order to learn about and understand each other.

3. Having a common language would make people feel more like they are part of the same "neighborhood" of countries.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.

2. Ask your child to name six barriers to peace.

3. Look at a world map or globe with your child and try to identify as many languages spoken in various parts of the world as possible.

Please sign and return _____

LESSON 55 **ALL GRADES**

INEQUALITY OF MEN AND WOMEN

SUGGESTED SUBJECT AREAS:

Art (Drawing) - Language Arts (Imaging)

CONCEPTS:

1. There are people in the world who feel that girls and women are not as important as boys and men; that they are inferior, or have less value as human beings.
2. Men and women must look at themselves as being the two wings of the bird of humanity. If one wing is kept clipped by harmful attitudes, feelings and habits, the bird will not be able to fly. A bird cannot fly if one wing is weak.

RESOURCES/PREPARATION:

Prepare examples demonstrating the first concept. Use the media (radio, record television spots and bring them to school, newspapers, magazines), visit the University library or the school library and search for information
Chart paper
Drawing paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Have the children sit in a circle. Say, "Close your eyes. Imagine you are a woman living in a small village somewhere in the South Pacific. At first glance it seems peaceful. The palm trees are swaying in the cool ocean breeze and the water beckons you to splash in the mid-day sun."
2. "Suddenly you hear the familiar sound of men asking for more liquid refreshment. After serving them, you tend to your daily chores; feeding the children, washing clothes by hand, sweeping the house, washing dishes, mending clothes, preparing the evening meal, and if time, working in town trying to make some extra money. Suddenly you hear the familiar sound of men asking for more liquid refreshment."
3. Say, "Open your eyes. What did you see? What did you hear? What were your feelings?"
4. "Could something like this really happen?" Explain the first concept to the children. Provide many examples.
5. Ask, "What improvements would take place in our

world if men and women were equal?" (Full partners in all aspects of life) Write these on chart paper for the children to see.

6. The idea of looking at humanity as a whole (the oneness of mankind) is very important. The children can understand that all the people will suffer if one segment or part of humanity suffers.
7. Explain the second concept very carefully. Draw a picture of a bird at the board or show a picture of a bird in flight while explaining.
8. Ask the children to work in pairs and create a drawing (to be shared with the class) depicting a bird with an injured wing trying to fly.
9. Ask the children to write all the injustices and inequalities girls and women suffer on the injured wing. The drawings would make and excellent bulletin board display. Regardless, the children are to share their work with the class.

PARENT PARTICIPATION GUIDE

INEQUALITY OF MEN AND WOMEN

CONCEPTS TAUGHT AT SCHOOL:

1. There are people in the world who feel that girls and women are not as important as boys and men; that they are inferior, or have less value as human beings.

2. Men and women must look at themselves as being the two wings of the bird of humanity. If one wing is kept clipped by harmful attitudes, feelings and habits, the bird will not be able to fly. A bird cannot fly if one wing is weak.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to name seven barriers to peace.

2. Ask your child to share what s/he has learned. Help with difficult concepts.

3. Search magazines and newspapers for evidence of the inequality of the sexes.

4. Discuss the concept of the woman usually being the first educator of the child.

Please sign and return: _____

LESSON 56 ALL GRADES

ENCOURAGEMENT

SUGGESTED SUBJECT AREAS:

Language Arts (Drama - Role Playing) - Social Studies

CONCEPTS:

1. By frequently sharing words of appreciation and praise with a child, his/her future behavior and self-image become better and stronger respectfully.
2 Children can learn how to encourage other children.

RESOURCES/PREPARATION:

Chart paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Explain to the children how important it is to receive and offer encouragement (support, reassurance).
2. Ask one of the children to be your partner to model the way not to encourage. Consider the following as examples:

   a. Giving negative statements such as: "You are afraid of animals." "You don't like reading." "You are a very lazy child."
   b. Giving verbal barrages such as: "Hey! Take off your muddy shoes before you come in. Don't you have any respect for me? I've got your dinner on the table and I want you to sit down and eat, right now. Don't talk with your mouthful and clean up after yourself. Do you understand?"
   c. Speak in a loud, fast voice all the time.

3. Ask the class for ideas about what you could have said and how you could have said it.
4. Teach the children to encourage by using the following technique:

   a. Always give positive encouragement. "I liked the way you..." "I appreciate the way you..."
   b. Do not speak until you have the child's complete attention.

c. Speak in a gentle, slow, calm voice. Be as specific as possible.

5. Teach the children to encourage by:

   a. sharing the technique with the children on chart paper and by
   b. role playing the suggested technique with the children.

6. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

PARENT PARTICIPATION GUIDE

ENCOURAGEMENT

CONCEPTS TAUGHT AT SCHOOL:

1. By frequently sharing words of appreciation and praise with a child, his/her future behavior and self-image become better and stronger respectfully.

2. Children can learn how to encourage other children.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Explain concept #1 to your child.

2. Ask your child to share what s/he has learned. Help with difficult concepts.

3. Ask your child to explain the skit s/he presented to the class.

Please sign and return: _____

LESSON 57 ALL GRADES

ABUSE OF POWER

SUGGESTED SUBJECT AREAS:

Language Arts (Plays, Skits, Reading, Vocabulary Development, Brainstorming)

CONCEPTS:

1. Many leaders with large groups of followers have abused (misused) power.
2. Many adults and children have abused power.
3. Beating, bossing, shouting at, or forcing a child will go far to develop an uncaring person.
4. People recognizing the nobility in each other will be much less likely to abuse power.

RESOURCES/PREPARATION:

Review Lesson 5 - Nobility
Consider all resources available; pictures, audio and video tape, newspapers, magazines, books, skits, and plays
Chart paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Use all the resources at your disposal to illustrate concepts one and two.
2. Ask one of the children to be your partner to model a few of the ways power is abused (see concept three).
3. After modeling, ask for feelings. "How did you feel when I shouted at you? How did you feel when I forced you to eat your lettuce?"
3. Ask the class for ideas about what you could have said. Brainstorm for awhile and record the ideas on chart paper under the heading, "What I Could Have Said."
4. Ask one of the children to be your partner to model appropriate ideas listed on the chart.
5. Review Lesson 5 with the children. Remind the children about the treasure chest of valuable gems all people have . The precious gems are called sharing, honesty, patience, caring, helpfulness, obedience, thoughtfulness, courtesy, cooperativeness and so on. These are some of the qualities that make mankind noble. (Write these qualities under the heading of "Nobility" on the chart).
6. Explain concept four.

7. Role play several times with different children until concept four is fully understood.
8. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

PARENT PARTICIPATION GUIDE

ABUSE OF POWER

CONCEPTS TAUGHT AT SCHOOL:

1. Many leaders with large groups of followers have abused (misused) power.

2. Many adults and children have abused power.

3. Beating, bossing, shouting at, or forcing a child will go far to develop an uncaring person.

4. People recognizing the nobility in each other will be much less likely to abuse power.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.

2. Ask your child to define the term "noble." (This is a review question).

3. Talk about the wonderful qualities your child possesses. (S/he will know them as "hidden gems."

Please sign and return: _____

LESSON 58 ALL GRADES

CARING FOR MANKIND

SUGGESTED SUBJECT AREAS:

Science (Plant Requirements For Growth) - Language Arts (Brainstorming, Thinking) - Art (Drawing, Other Suggestions)

CONCEPTS:

1. To care for another person is to help that person grow.
2. To care for a person means to serve the person's needs.

RESOURCES/PREPARATION:

A potted plant
A water container

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Place a potted plant on a table where children can see it. (A picture will work but will not be as effective)
2. Ask, "What does a plant need to grow?" (Water, sunshine, and soil - a child might mention hydroponics; roots placed in nutrient solutions rather than in soil)
3. Pour a little water on the plant and ask a child to be your "sunshine" for a minute to help with the demonstration. The child will hold the plant and pretend to be giving it required sunlight.
4. Say, "With all this care, the plant will grow. We have served (cared for) the plant's needs."
5. Ask, "Do human beings have needs?" Write them down on the chart paper under the heading "Needs."
6. Say, "One of our needs is to be cared for." Ask, "How can we care for people? (How can we show that we care?) How do you show your parents that you care for them? How do your parents show that they care for you?" Make a list under the heading "How We Care For People."
7. Be certain the children understand concepts one and two.
8. Children should also understand the difference between saying that one cares and doing something about it. The "doing" part is what counts!
9. Brainstorm for ideas about how children can show they care for mankind. What could they do? Write the ideas on chart paper.

10. Each child will reflect for a few minutes about drawing a picture that will show what children could do to show they care for mankind.
11. An alternate assignment is to have the children create something (a piece of pottery, a collage, a wood or soap carving, a candle, a card, a drawing) to fulfill another person's needs. (A relative living in a convalescent hospital?)

PARENT PARTICIPATION GUIDE

CARING FOR MANKIND

CONCEPTS TAUGHT AT SCHOOL:

1. To care for another person is to help that person grow.

2. To care for a person means to serve the person's needs.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.

2. Plan a trip to a convalescent hospital.

3. Take a small gift and visit an older relative or friend.

4. As a family, write a "Get Well" card to a friend or relative who is ill or if the occasion occurs, send a card of sympathy.

Please sign and return: _____

LESSON 59 ALL GRADES

CARING FOR THE EARTH

NOTE: A complete science unit could easily be based on the following four concepts. You may even decide to teach one or a combination of the concepts at a time. The overriding principle, however, should be made very clear; until we (mankind) decide to get together (unite), taking care of our earth will be piecemeal at best.

SUGGESTED SUBJECT AREAS:

Science (Conservation, Ecology, Nature) - Art (Drawing, Visualization) - Language Arts (Vocabulary Development, Consultation) - Social Studies (Cooperation, International Agreement)

CONCEPTS:

1. Mankind's approach to the development (improvement) of nature (outdoors, wilderness, biosphere, creation) should be tempered by moderation (caution, restraint).
2. Mankind should be committed to protecting nature for future generations.
3. The unity of mankind and global cooperation is necessary for the protection of the earth's natural (organic) resources.
4. The unity of mankind and global cooperation is necessary for the preservation of the ecological (relations between organisms and their environment) balance of our planet.

RESOURCES/PREPARATION:

Evidence of mankind abusing the earth
Chart paper
Drawing paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Evidence of what we are doing to our planet is excruciatingly abundant. All you have to do is take the children for a walk (or simply look out the door in many schools). Take a close look at the places where trees once stood. Notice the trash on campus. Witness the untouched food being thrown away in the cafeteria. Find out about the kinds of poisons being used to kill "bugs." How many trees have to be cut each year to accommodate

all the paper that eventually finds its way to the trash barrel at school? Do we really need trees? Why?

2. For a close look at what we throw away, ask the children what they think is disposed of in the family garbage can. (You could share what you know about local dumps). Make a list of what we throw away on the board.
3. Show pictures of polluted water and air. Locate a speaker and/or show a film depicting the terrible way we are treating our planet.
4. The list of violations is almost endless. Use what you have to but get the point across that we are not taking care of our earth.
5. Ask the children what they believe is going to happen to mankind if we continue to abuse our home.
6. Ask the children how we should take care of our earth. Brainstorm and write the ideas on chart paper.
7. After the brainstorming session, ask why mankind is not taking care of the planet. (Besides greed, financial, and power motives there are many other considerations). A major consideration is written in concept three and concept four (the unity of mankind has to be established before we can properly take care of earth).
8. Point out the fact that nations can't even get an international agreement regarding whales. A few countries still insist on killing certain whales for food. We know what aerosol does to the ozone layer but we don't have an international agreement to ban its general use. Why international agreements? We share the same home and we need to take care of it if we intend to survive.
9. Once the unity of mankind is established, we can expect international cooperation; eliminating self interest for the good of all.
10. Ask older children to pair-up and use consultation skills to solve local problems such as "Where are we going to dump our garbage when the dumps are full?" "How can we keep our water clean?" (Share the results with the class).
11. Ask younger children to draw what they understand about taking care of our planet (their vision) and share with the class.

PARENT PARTICIPATION GUIDE

CARING FOR THE EARTH

CONCEPTS TAUGHT AT SCHOOL:

1. Mankind's approach to the development (improvement) of nature (outdoors, wilderness, biosphere, creation) should be tempered by moderation (caution, restraint).

2. Mankind should be committed to protecting nature for future generations.

3. The unity of mankind and global cooperation is necessary for the protection of the earth's natural (organic) resources.

4. The unity of mankind and global cooperation is necessary for the preservation of the ecological (relations between organisms and their environment) balance of our planet.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.

2. Talk about ways the family can help take care of the earth.

3. Plan a "Take Care of The Earth" family activity such as planting trees, starting a compost pile, or cleaning the yard.

Please sign and return: _____

LESSON 60 ALL GRADES

GOOD LANGUAGE

SUGGESTED SUBJECT AREAS:

Language Arts (Story Sharing) - Social Studies

CONCEPTS:

1. Our language is for mentioning what is good.
2. People should avoid hurtful expressions, abuse and whatever causes sadness.

RESOURCES/PREPARATION:

Toads and Diamonds written by Charles Perrault or another story with a similar theme

TEACHING/LEARNING SITUATIONS:

1. Ask children to share stories about how bad language (hurtful expressions, abuse and whatever causes sadness) has hurt them.
2. Read "Toads and Diamonds" to the class.
3. Ask why people should avoid hurtful expressions. Discuss the children's answers. Review Lesson 4 - "Avoiding Fault Finding, Backbiting, and Shortcomings of Others."
4. Teach the first concept by modeling appropriate examples and asking the children how they felt after hearing the "good language."

PARENT PARTICIPATION GUIDE

GOOD LANGUAGE

CONCEPTS TAUGHT AT SCHOOL:

1. Our language is for mentioning what is good.
2. People should avoid hurtful expressions, abuse and whatever causes sadness.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.
2. Ask your child to define the term "good language."
3. See who can come up with the most positive statements about each other.

Please sign and return: _____

LESSON 61 ALL GRADES

HONESTY

SUGGESTED SUBJECT AREAS:

Language Arts (Story Sharing) - Social Studies

CONCEPT:

1. Honesty (sincere, truthful) is one of the qualities that makes mankind noble.
2. Being honest helps make us happy.

RESOURCES/PREPARATION:

Review Lesson 5 - "Nobility"
The Wonderful Mallet - an old Japanese tale
The Wishing Ring - a folk tale
Any story with a similar theme

TEACHING/LEARNING ACTIVITIES:

1. Ask the children what it means to be dishonest.
2. Review Lesson 5 with the children. Ask if they know of one more quality that could be added to the list that makes mankind noble. (Honesty)
3. Ask, "Can you be noble and dishonest at the same time?"
4. "Can you be dishonest and happy?"
5. Read one of the stories to the children and invite comments.
6. Review the first concept.

PARENT PARTICIPATION GUIDE

HONESTY

CONCEPTS TAUGHT AT SCHOOL:

1. Honesty (sincere, truthful) is one of the qualities that makes mankind noble.

2. Being honest helps make us happy.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help where you can.

2. Ask your child to define the term "Honesty."

3. Share stories about being honest.

Please sign and return: _____

LESSON 62 **ALL GRADES**

OBEDIENCE

SUGGESTED SUBJECT AREAS:

Art (Drawing) - Language Arts (Imaging) - Music (Appreciation)

CONCEPTS:

1. Obedience to the law is necessary for mankind.
2. The law must govern (regulate, control); not the individual.

RESOURCES/PREPARATION

The Train That Would Not Stay on the Track or a story with a similar theme.
Background music for "Imagination" time- "Meditation With Music" by David Thornburg is excellent

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Read "The Train that would not stay on the Track" to the children (or a similar story) and discuss in terms of obedience (acceptance, compliance, submission).
2. Ask, "Have there been times when you have not obeyed your parents or your teacher?" Discuss in terms of disobeying authority. "Should you obey everyone?"
3. Have the children sit in a circle. Say, "Close your eyes. Imagine you are living in a perfectly peaceful world. You don't hear any arguments; only the cheerful sounds of children's laughter. You occasionally see a frown or two carved on the faces of a few youngsters but later you discover the reason for their temporary unhappiness is that they could not find anyone to help that day. It made them sad to think they had to go to bed that night with the thought of not being able to do their share for peace."
4. "Now imagine someone running through the streets yelling, 'The laws have all been cancelled. We are free to do anything we want!'"
5. "Take the next minute or so and wander around. See what it would be like without any laws."
6. "Open your eyes. What did you see? What did you hear? How did it make you feel?"
7. Ask "What If" questions. For example, "What if we didn't have any school rules (laws)?" "What would

happen if everyone decided not to obey the traffic laws?"

8. Once the children understand the concepts, ask the children to work in threes and create a drawing (to be shared with the class) showing a "before" and "after" scene (with law and without law). The pictures may depict law at any level (home, school, community, state, national, or international).

PARENT PARTICIPATION GUIDE

OBEDIENCE

CONCEPTS TAUGHT AT SCHOOL:

1. Obedience to the law is necessary for mankind.

2. The law must govern (regulate, control); not the individual.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.

2. Ask your child to tell you why it is important to obey.

3. Share a few examples of local laws and discuss what would happen if the laws did not exist.

Please sign and return: _____

LESSON 63 **ALL GRADES**

PARENTS ARE TO BE HONORED AND OBEYED

SUGGESTED SUBJECT AREAS:

Art (Drawing) - Language Arts (Poetry Appreciation) - Social Studies

CONCEPTS:

1. Parents are to be honored (esteemed, revered).
2. A child should be obedient and kind to his/her father and mother.
3. From the earliest years children should be raised in the spirit of obedience to their parents.

RESOURCES/PREPARATION:

Her Hands by Anna Hempstead Branch
Only One Mother by George Cooper
Father's Story by Elizabeth Madox Roberts
I Know a Secret by Christopher Morley

TEACHING/LEARNING ACTIVITIES AT SCHOOL

1. Read any or all of the suggested poems listed above. Consider reading other poems and/or stories with similar presentations.
2. Explain how important it is for a child to honor, obey and show kindness to his/her father and mother. (Actually, a child who will not obey his parents will not obey anyone!)
3. Ask two of the children to be your parents and model the way not to treat parents.
4. After modeling, ask the two children how they felt.
5. Ask the class what you (playing the child) should have said to your parents.
6. The children are to divide into groups of three (or two if you would like to have single parent modeling). Each group will present a very brief skit to the class demonstrating what they have learned.
7. Reinforce the word "honor" by asking the children if they would like to honor their parents with a special card.
8. The "Card of Honor" can include a special message inside which will explain why the child holds his/her parent(s) in such high esteem. (Any variation would be appropriate).

PARENT PARTICIPATION GUIDE

PARENTS ARE TO BE HONORED AND OBEYED

CONCEPTS TAUGHT AT SCHOOL:

1. Parents are to be honored (esteemed, revered).
2. A child should be obedient and kind to his/her father and mother.
3. From the earliest years children should be raised in the spirit of obedience to their parents.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.
2. Ask your child to define the terms "honor" and "obey."
3. A saying that is common among people in some parts of the world is: "If adults have respect for the young, they safeguard respect for themselves." In other words, if you want your child to respect you, you will have to respect your child.

Please sign and return: _____

LESSON 64 ALL GRADES

WORK

SUGGESTED SUBJECT AREAS:

Art (Making Cards For Parents) - Social Studies / Language Arts (Interviewing, Drama, Pantomime, Thinking, Public Speaking)

CONCEPTS:

1. It is necessary for every one to engage in some form of occupation; crafts, trades or professions.
2. Work is honorable.
3. Work is a service to mankind.
4. Children should be given work suitable to their capacity and ability.

RESOURCES/PREPARATION:

The Brownie of Blednock by Elizabeth Grierson
Chart paper
Consider inviting guest speakers (parents would be great) to speak to the children about the world of work

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Begin the lesson by asking the children about the kind of work in which they find an interest. Ask what kind of work the children (all) perform at home. (Even five year-old children can and should do daily chores such as making their own beds, washing their own dishes, putting their own shoes on, and other related jobs). Older children, of course, can take on jobs requiring much more responsibility.
2. Discuss the term "honorable" (honest, upstanding, right) and relate it to the world of work. Ask what the world would be like if no one worked. (Of course, there are very legitimate reasons why some people cannot work).
3. Read "The Brownie of Blednock" (or a similar story) to the children.
4. Ask the children what kind or work they could do to be of service to mankind. Brainstorm for more ideas and write them on the board or on chart paper.
5. Consider asking the children to interview people working in various occupations and sharing the information with the class. A video could be made of your "reporters" reporting the gathered

information or each child could report on his/her own material.

6. Consider asking each child to interview his/her parent(s) and/or inviting the children's parents to speak about their occupation.
7. Younger children may enjoy a "dress the part" work day where each child will come to school dressed in a work uniform.
8. Younger children may enjoy drawing a picture of his/her parents at work.
9. Discuss the work roles of adults in the young child's family.
10. Dramatize or pantomime conversation between two students, each having a different occupation. Ask the class to guess the kind of occupation the two represent in the dialogue.
11. Show students pictures of different types of uniforms and ask students to identify the occupation.
12. Cut out want ads from the newspaper and categorize the jobs into job clusters.
13. Ask the older children to write the possible summer jobs they may want to have in the future and possibly interview someone who is already working at that job.

PARENT PARTICIPATION GUIDE

WORK

CONCEPTS TAUGHT AT SCHOOL:

1. It is necessary for every one to engage in some form of occupation; crafts, trades or professions.
2. Work is honorable.
3. Work is a service to mankind.
4. Children should be given work suitable to their capacity and ability.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with the difficult concepts.
2. Ask your child to share the story read by the teacher.
3. If your child does not have any work responsibility at home, consider assigning daily chores. Keeping a daily progress chart might help.

Please sign and return: _____

LESSON 65 ALL GRADES

COURTESY

SUGGESTED SUBJECT AREAS:

Social Studies / Language Arts (Role Playing, Social Skills)

CONCEPTS:

1. Rules of social behavior should be taught to children.
2. Children who are taught polite forms of behavior very early in life are aware of courteous manners required for greeting, eating, conversing, and so on.
3. Children should learn not to offend any heart.

RESOURCES/PREPARATION:

Select a story about courtesy (manners, politeness, kindness, compassion, consideration) to read to the children
Chart paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Open the lesson by reading a story about courtesy.
2 Define the term "courtesy" (manners, politeness, kindness, compassion, consideration).
3. Ask what it means not to offend any heart (soul, spirit).
4. Ask one of the children to be your partner to model the way <u>not</u> to be courteous.
5. Ask the class for ideas about what you could have said.
6. Model some of the ideas with other children.
7. Write the words on chart paper and review manners taught in previous lessons (obedience, honesty, good language, serving others, offering help, love, mercy, kindness, truth, justice, empathy, and altruism).
8. Ask the children to pair-up and in five minutes, present a very brief skit to the class using one of the manners listed on the chart.

PARENT PARTICIPATION GUIDE

COURTESY

CONCEPTS TAUGHT AT SCHOOL:

1. Rules of social behavior should be taught to children.

2. Children who are taught polite forms of behavior very early in life are aware of courteous manners required for greeting, eating, conversing, and so on.

3. Children should learn not to offend any heart.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.

2. Ask your child to define the term "courteous."

3. See who can come up with the most examples of being courteous.

Please sign and return: _____

LESSON 66 ALL GRADES

GOOD CONDUCT

SUGGESTED SUBJECT AREAS:

Language Arts - Social Studies

CONCEPTS:

1. People are valued (evaluated, appreciated, esteemed) more for their deeds than their words.
2. Demonstrating good conduct is an act of peace.
3. Whatever is necessary for the development of children's good conduct can be best explained through fables, examples, animal stories, parables, and narratives - all geared to the capacity, understanding, and perception of the children.

RESOURCES/PREPARATION:

Chart paper
Jane Addams, Little Lame Girl by Jean Brown Wagoner
The Story Of Johnny Appleseed by Aliki
The True Story Of Gandhi, Man Of Peace by Reginald Reynolds
The Picture Life Of Martin Luther King by Margaret B. Young
Gladdys Makes Peace by Jan Hogan
William Penn, Friend To All by Katharine E. Wilkie
Eleanor Roosevelt, First Lady Of The World by Charles P. Graves
A Man Named Thoreau by Robert Burleigh

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Begin the lesson by reading a story which focuses on the good conduct of a person (see suggested list).
2. After reading the story, ask the class if the main character merely talked about what s/he was going to do, or did s/he in fact follow through and do it (see first concept).
3. Ask the class for examples of good conduct as perceived in the story. Write the examples on chart paper. (Kind, sincere, patient, polite, concerned, etc.)
4. Relate the first concept to the children's lives. Ask for names of people they know who live demonstrate (show) good conduct (behavior) through their deeds (actions) and not so much by their words. Discuss the difference.
5. Ask, "Why is good conduct considered to be an act

of peace (harmony, accord)?" After reading the story (see #1), the children will be able to answer.

6. Ask one of the children to be your partner to model <u>poor</u> conduct.
7. Ask the class for ideas about what you could have said.
8. Teach the children "good conduct" by:

   a. brainstorming for more examples of good conduct and writing them on the chart, and by
   b. role playing with the examples suggested by the class.

9. Finally, the children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

PARENT PARTICIPATION GUIDE

GOOD CONDUCT

CONCEPTS TAUGHT AT SCHOOL:

1. People are valued (evaluated, appreciated, esteemed) more for their deeds than their words.

2. Demonstrating good conduct is an act of peace.

3. Whatever is necessary for the development of children's good conduct can be best explained through fables, examples, animal stories, parables, and narratives - all geared to the capacity, understanding, and perception of the children.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.

2. Ask your child to define the term "good conduct."

3. In addition to modeling good conduct, you can also teach good conduct by sharing parables, short stories, and books.

4. You can counsel the children, discouraging them for blameworthy things and encouraging them to do good things while drawing their attention to the importance of praiseworthy behavior in society.

Please sign and return: _____

LESSON 67 ALL GRADES

HUMILITY

SUGGESTED SUBJECT AREAS:

Language Arts - Social Studies

CONCEPTS:

1. Humility (lowliness, meekness, modesty) is a noble (admirable, respectable, virtuous) human quality.
2. Pride (arrogance, conceit, vanity) is a demeaning human quality.

RESOURCES/PREPARATION:

The Emperor's Nightingale by Hans Christian Andersen or a similar story
Have a few scenarios in mind which will allow you to model pride and humility
Review Lesson 5 - Nobility

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Begin the lesson by reviewing Lesson 5 - Nobility. Remind the children that they are noble and one of the qualities that a noble person has is humility.
2. Read The Emperor's Nightingale to the children.
3. Define the term pride (arrogance, conceit, vanity). Discuss examples.
4. Ask in what way was the Emperor proud?
5. Define the term humility (lowliness, meekness, modesty). Discuss examples.
6. Ask, "Was the Emperor happier at the end of the story? Why?" Discuss.
7. Ask one of the children to be your partner to model pride.
8. Ask the class for ideas about what you could have said and done.
9. Ask one of the children to be your partner and model humility for the children.
10. Review your role in modeling. On chart paper, write the key components you used (lowliness, meekness) in words children understand.
11. The children are to pair-up and in five minutes, present a very brief skit to the class demonstrating what they have learned.

PARENT PARTICIPATION GUIDE

HUMILITY

CONCEPTS TAUGHT AT SCHOOL:

1. Humility (lowliness, meekness, modesty) is a noble (admirable, respectable, virtuous) human quality.

2. Pride (arrogance, conceit, vanity) is a demeaning human quality.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.

2. Ask your child to define the term "humility."

3. Discuss various examples of people showing humility.

Please sign and return: _____

LESSON 68 ALL GRADES

FAMILY UNITY

SUGGESTED SUBJECT AREAS:

Language Arts - Social Studies

CONCEPTS:

1. Love (esteem, care for, respect, honor) and agreement (accord, harmony) are necessary components (elements, ingredients) for a unified family.
2. Family unity (oneness, harmony, fellowship) suffers if respect and courtesy are not manifested (demonstrated) by every member.
3. Regular family meetings help to promote family unity.

RESOURCES/PREPARATION:

Five Chinese Brothers - A folk tale
Review Lesson 63 - Parents Are To Be Honored
Review Lesson 65 - Respect
Rules for a family meeting written on chart paper.

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Review Lessons 63 and 65. Emphasize the terms harmony, respect, courtesy, and honor. Ask the children if they believe families can be close without respect and courtesy.
2. Ask two or three of the children to be your partners to model a family suffering from lack of respect and courtesy. (As the model, be angry, act rudely, and use harsh words).
3. Ask the class for ideas about what you could have said. Make a list of the ideas.
4. Read Five Chinese Brothers (or a similar story) to the children.
5. Define the term "unity." Were the Chinese brothers unified?
6. Ask the children to think about ways families can have unity.
7. Brainstorm and record these ideas on chart paper.
8. If the idea of a family meeting has not been suggested (wait until the conclusion of the brainstorming session), suggest it and add it to the list.
9. Ask the children if they would like to have a family meeting in class.

10. Write and have the children copy the following rules (adapted from The Practical Parent by Raymond Corsini, p. 216) on chart paper:

    a. Meet once a week; same day, same time.
    b. All family members are invited to attend but are not required to attend.
    b. All family members take turns being chairperson. Each meeting will have a different chairperson.
    c. The chairperson begins the meeting by calling on any member who wishes to talk about anything, as long as it is something that affects the entire family (not just a member or two).
    d. The chairperson decides if the topic affects the entire family.
    e. The chairperson is the only member who cannot bring a topic for discussion.
    f. The chairperson cannot stop anyone from talking.
    g. After complete and thorough discussion, family members will vote. If all family members cannot agree (must be a consensus vote), then the issue must be brought back to the next meeting.

11. Choose enough children for the "family" and model a family meeting. Select a topic for discussion such as one of the family members wants to go to the movies the same night plans have already been made for a family outing.

12. Ask the children to take home their copies of the rules for family meetings.

PARENT PARTICIPATION GUIDE

FAMILY UNITY

CONCEPTS TAUGHT AT SCHOOL:

1. Love (esteem, care for, respect, honor) and agreement (accord, harmony) are necessary components (elements, ingredients) for a unified family.

2. Family unity (oneness, harmony, fellowship) suffers if respect and courtesy are not manifested (demonstrated) by every member.

3. Regular family meetings help to promote family unity.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with the difficult concepts.

2. Ask your child to share his/her understanding of the rules for a family meeting.

3. Try a family meeting in your home. Your child should have a copy of the rules.

Please sign and return: _____

LESSON 69 ALL GRADES

UNITY OF MANKIND

NOTE: This lesson like many others in this program may easily be used over a period of several days. In addition to the suggestions offered in this lesson, you might want to invite guests from many different cultures to visit your class and share their knowledge. They could share a dance, food, music, stories, or art. They might be able to teach a craft or a game. The value in learning about and understanding something about another culture is inestimable.

SUGGESTED SUBJECT AREAS:

Art (Murals) - Social Studies - Science - Language Arts

CONCEPTS:

1. When people are united, they will believe that all of mankind is one.
2. When people are united, they will believe that everyone is the same on the inside where it counts; regardless of skin color, place of birth, language, religion, or whether the other person is male or female.
3. When people are united and a task needs to be done, they will forget personal differences and they will work together to accomplish what is good and necessary for everyone's benefit and well-being

RESOURCES/PREPARATION:

Review Lesson 5 - Nobility
Box containing all the students' names written on small pieces of paper
Individual pictures of people with different skin color
Individual pictures of people belonging to different ethnic backgrounds
Chalk for playground drawings
Paint/crayons for paper mural

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Review the term "noble."
2. Affirm the students by telling them you appreciate their wonderful qualities. Mention a few of the qualities they show that make them all noble.
3. Pass the "name box" around so that each student

may draw the name of a classmate.

4. Each child will find at least three noble qualities in that person and write a "noble" message for the other person to read. (Younger children may complete this assignment orally). These messages could be shared with the class.
5. The point is that mankind is noble and if we work at it, we will be able to find these noble qualities or characteristics in everyone. This is loving everyone.
6. Consider sharing the story about three travelers walking down a country path many years ago. As they were walking they happened to notice a dead dog off to the side. It had been dead for quite some time. "Look at how ugly that dog is!" said one of the men. The second man said, "That dog smells worse than rotten eggs." The third man looked down and said, "But notice how beautiful the dog's teeth are. They are so white and strong."
7. The point is that if we try, we can find the good qualities everywhere if we really try. Finding them in our fellow human beings could be habit forming!
8. Show your pictures one at a time to the children. Stop with each picture and ask the children to concentrate on similarities. Do not accept any differences.
9. After completing the activities above and if the children feel "unified," consider the following:

    a. Choose a theme from a topic being studied, e.g. language, science, social studies.
    b. Have a class discussion and planning of a mural, to be completed on paper or on the playground.
    c. As a follow-up activity, write stories about the mural.
    d. You may wish to use a peace theme such as "Stories About Peace" or "Books And Peace."

    It is important for the children to realize they are unified and they are making an effort to complete a project for peace together.

PARENT PARTICIPATION GUIDE

UNITY OF MANKIND

CONCEPTS TAUGHT AT SCHOOL:

1. When people are united, they will believe that all of mankind is one.

2. When people are united, they will believe that everyone is the same on the inside where it counts; regardless of skin color, place of birth, language, religion, or whether the other person is male or female.

3. When people are united and a task needs to be done, they will forget personal differences and they will work together to accomplish what is good and necessary for everyone's benefit and well-being.

TEACHING/LEARNING ACTIVITIES AT HOME: _____

1. Ask your child to share what s/he has learned.

2. Ask your child to define the term "unity of mankind."

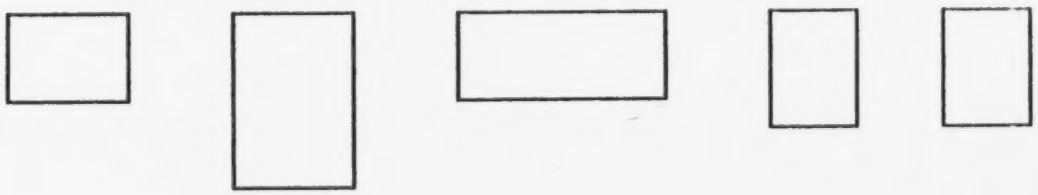
3. Find all the good qualities in each other and talk about them.

Please sign and return: _____

BULLETIN BOARD IDEA: UNITY IN DIVERSITY

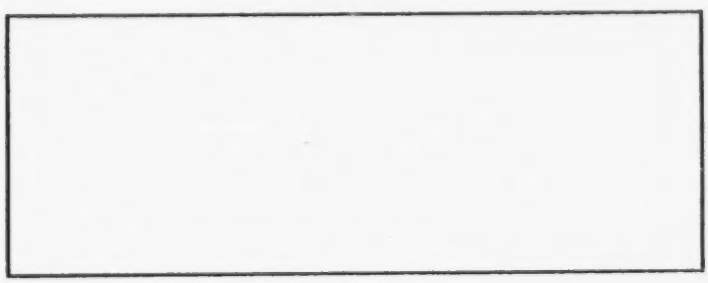
Children have always enjoyed bringing family photographs to share with the class. Under the heading of "We Are One Family," each child may place his/her family photos. Properly labeled (names of family members) photographs mounted on construction paper and fastened to a wall or cabinet makes an attractive, informative, and interesting display. Children often bring their friends from other classes to see "their family." (Even at the high school level)

We Are One Family



Ask children to cut pictures of diverse people out of magazines and attach them to a large class collage. The heading could be "The Oneness of Mankind" or "We Are One" or "We Celebrate Our Differences." (Individual collages may be made and mounted under the same heading).

The Oneness of Mankind



If you have the opportunity to take photographs at an open house or during a parent conference, you could create a bulletin board entitled, "Parents - Unity -and Diversity" These displays go a long way towards establishing a sense of family in the class. Teaching about the oneness of mankind is easier once that "sense" has been established.

LESSON 70 GRADES 4-6

SOLVING THE WORLD'S PROBLEMS

SUGGESTED SUBJECT AREAS:

Language Arts - Social Studies

CONCEPTS:

1. Knowledge, will, and action are needed to accomplish any goal.
2. Mankind must unite to solve the world's problems.

RESOURCES/PREPARATION:

Review Lessons 20 - 23 (Developing Consultation Skills)
Chart paper

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Ask the class to define the following in terms of accomplishing any goal:

   a. Knowledge: We need to understand the goal and know the way to achieve it.
   b. Will: We need to really want to achieve the goal. (Consultative will means to want to achieve the goal through the process of consultation).
   c. Action: We need to act and persist to overcome all obstacles until the goal is reached.

2. Write the terms and definitions on chart paper.
3. Review Lessons 20 - 23 with the children, especially if they have not been using their consultation skills for awhile.
4. Brainstorm for all the global problems the class can think of and record them on chart paper.
5. Form groups for consultation. Each group is to select one global problem and (for their goal) reach a decision about how best to solve it.
6. The results of the consultation are to be shared with the class.

PARENT PARTICIPATION GUIDE

SOLVING THE WORLD'S PROBLEMS

CONCEPTS TAUGHT AT SCHOOL:

1. Knowledge, will, and action are needed to accomplish any goal.

2. Mankind must unite to solve the world's problems.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.

2. Ask your child to share the results of his/her group consultation.

3. Talk about the United Nations and what this organization is doing to help solve the world's problems.

Please sign and return: _____

LESSON 71 GRADES 5-6

MODEL UNITED NATIONS

NOTE: This lesson is actually a mini-unit designed to provide a mock United Nations problem solving session for the children. You may decide to use only parts of this lesson. However, to speak for another country and participate in making decisions, children must know more about various cultures.

SUGGESTED SUBJECT AREAS:

Social Studies (Research: History, Geography, Agriculture, Education, Medicine, Economics, Politics) - Language Arts (Research Skills)

CONCEPTS:

1. With consultative will, a unified mankind can solve the world's problems.
2. Cultural understanding helps unify people.

RESOURCES/PREPARATION:

Prepare a list of participating nations in the United Nations General Assembly
On the back side of the list, include the questions listed under activity #3
Make copies for your students

TEACHING/LEARNING ACTIVITIES AT SCHOOL:

1. Inform the class that they will be participating in a mock United Nations General Assembly meeting.
2. Say, "Prior to meeting as a group of nations to consult, it will be necessary to learn more about the country of your choice." (You may decide to choose a country for each student if there is a problem with several students requesting the same country).
3. Distribute the list of participating nations and explain to the class that each student must be prepared to present the following information about the country of his/her choice:

   a. Where the country is located?
   b. What is the history of the nation?
   c. What problems (agricultural, educational, medical, social, economic, political) does it

have?
d. What conflicts does it have with other nations?
e. What positive accomplishments has it made?
f. How can it contribute to world peace?

4. There are many ways the information can be shared. Dressing "the part" (wearing traditional costumes) and presenting the information for video taping is fun and it will allow the children (and possibly their parents at an evening meeting) to view the film at a later date. If you decide to video record this information, you might also consider asking the children to include one traditional dance, song, piece of art, or craft in the presentation.
5. When you feel the children have enough background information to represent their nations at the mock session, write "How To Achieve World Peace" on the board.
6. The children will move their desks and form a circle. Each student should have a sign on his/her desk indicating the nation s/he represents. Again, wearing national costumes would be appropriate.
7. You will act as the General Secretary and get the meeting started. Consider the following format:

   a. Welcome all representatives.
   b. Ask each representative to introduce him/her self and tell what country they represent.
   c. Introduce the only item on the agenda (written on the board) and break the large group up into smaller consultative bodies.
   d. Before consultation begins, each group shall elect (by secret ballot) one of its members to be chairperson. You will have to appoint tellers (for each group) to tally the ballots cast.
   e. Each group shall elect a recording secretary (yes, boys make excellent recording secretaries too) by secret ballot for reporting purposes. (The chairperson will appoint a teller to tally the ballots cast).
   e. All consultation should focus on the agenda item.
   f. After consultation, all participants will gather and the recording secretary from each group will report the results.

8. You may want to video record one, several, or all of the small group consultation sessions. The

entire United Nations meeting would be a wonderful experience for parents to witness at a later date.

9. Your school or local newspaper would welcome a story about the meeting. The recommendations suggested by the participants could be sent directly to the United Nations in New York. Your students would be participants in one of the greatest goals of mankind; the establishment of a lasting world peace.

PARENT PARTICIPATION GUIDE

MODEL UNITED NATIONS

CONCEPTS TAUGHT AT SCHOOL:

1. With consultative will, a unified mankind can solve the world's problems.

2. Cultural understanding helps unify people.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.

2. Ask your child to share all the experiences of being a national representative.

3. Pretend that you are representatives from different countries and discuss some problems you are experiencing.

Please sign and return: _____

BULLETIN BOARD IDEA: A WORLD FLAG DISPLAY

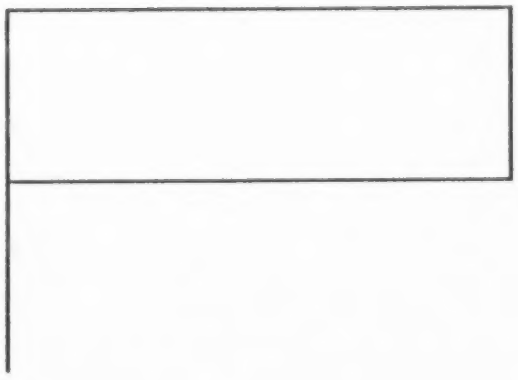
After the children have had the opportunity of experiencing a "Model United Nations," the class will enjoy creating world flags for display. The children may work in small groups or create individual designs.

Materials:

1. Used white pillow cases.
2. Hemming tape or white glue.
3. Wooden dowels.
4. Cloth paint (various colors)
5. Paint brushes.

Directions:

1. Each child or small group of children should begin by creating a design on a piece of paper. All colors should be filled in with crayon or felt pen.
2. Cut each pillow case into two equal parts. Thus, one pillow case will provide enough material for two flags.
3. Using pencil, lightly sketch the paper design on to the pillow case.
4. Apply the appropriate colors (using cloth paint) to the pillow case.
5. Allow to dry (preferably overnight).
6. Slip wooden dowel through one end of the pillow case.
7. Either glue or tape the edges of the flag (same as hemming with a sewing machine).
8. Display throughout the classroom.
9. Children will enjoy telling about their individual designs (what each stands for and why they believe their flag should be used for a world flag).



RESOURCES

Books For Teachers And Parents

Books For Children

Games

Music

Penpals

BOOKS FOR TEACHERS AND PARENTS

Azerrad, Jacob. (1980). Anyone Can Have a Happy Child: The Simple Secret of Positive Parenting. New York: M. Evans and Co.

Braga, Joseph and Laurie. (1976). Children and Adults: Activities For Growing Together. Englewood Cliffs: Prentice Hall, Inc.
Activities that adults can do with children from birth to age 6.

Canfield, Jack. (1975). 101 Ways To Enhance Self-Concept In The Classroom. Englewood Cliffs: Prentice-Hall, Inc.
Deals with major themes in the study of one's self, and of relationships with others.

Derman-Sparks, L. (1989). Anti-Bias Curriculum: Tools For Empowering Young Children. NAEYC. Suggestions for teaching young children to identify, resist, and counter biases: sexism, racism, culturism, handicapism, and ageism.

Dinkmeyer, Dan and McKay, Gary D. (1976). Parents Handbook: Systematic Training for Effective Parenting. Minn: American Guidance Service, Inc./Circle Press.

Dreikurs, Rudolf. (1974). Family Council: The Dreikurs Technique for Putting an End to War Between Parents and Children (and Between Children and Children). Chicago: Henry Regnery Co.

Eisenberg, N. & Mussen, P. (1989). Roots Of Pro-Social Behavior In Children. Cambridge University Press.
Explores pro-social behavior and how adults foster caring attitudes.

Fry-Miller, K., Myers-Walls, J., & Domer-Shank, J. (1989). Peace Works: Young Peacemakers Project Book II. Elgin, Illinois: Brethren Press. Introduces pre-school through elementary age children to everyday peacemaking. Helpful ideas for cross-age grouping. Emphasis on empowerment.

Gordon, Thomas and Peter H. (1974). Teacher Effectiveness Training. New York: Wyden.
Helpful to teachers in eliminating obstacles between themselves and students.

Haessly, Jacqueline. (1980). Peacemaking: Family Activities for Justice and Peace. New York: Paulist Press.

King, David. (1975). Global Perspectives: A Humanistic Influence On The Curriculum. New York: Center for Global Perspectives.
This booklet offers curriculum on dealing with conflict in two sections; grades K-3 and 4-6.

Lechner, Bettye. (1977). Empowering Families: A Manual of Experiences for Family Sharing. St. Paul, Minn: National Marriage Encounter.

Neugebauer, B. (Ed.). (1987). Alike and Different. Exchange Press. Collection of essays emphasizing positive aspects of human diversity.

Rosenber, Marshall B. (1983). A Model For Nonviolent Communication. Philadelphia: New Society Publishers.

Sweeney, Duane. (Ed.). (1984). Peace Catalog. Contains articles, essays, organizations, references, film and video list.

Weinstein, Matt and Goodman, Joel. (1980). Playfair: Everybody's Guide to Non-Competitive Play. California: Impact Publishers.

BOOKS FOR CHILDREN

Lower Elementary:

Barchas, Sarah E. (1975). I Was Walking Down The Road. Scholastic. Small child finds, captures, and cages animal friends. Eventually sets them free after looking at them more thoughtfully.

Bonsall, Crosby. (1973). Mine's the Best. New York: Harper and Row. Two boys argue over whose balloon is best.

Burton, V.L. (1939). Mike Mulligan and his Steam Shovel. Boston: Houghton Mifflin Co. Mike's steam shovel has dug herself into a hole and can't get out. The whole town comes to their rescue to solve the problem.

du Bois, Rene. (1971). Bear Party. New York: Penguin Books. The bears in the forest have become angry with each other. A wise old bear gives them advice to solve their problems.

Geisel, Theodor (Dr. Seuss). (1984). The Butter Battle Book. New York: Random. The Yooks and the Zooks are at war. One side eats bread with butter on top. One side spreads it on the bottom. Neither side will back down and the weapons escalate. Differing form most Seuss books, this has no happy ending and should be followed by some discussion of peacemaking in the home, the community and then the world.

Keats, Ezra J. (1964). Whistle For Willie. Viking Press. A small boy's delight in learning to whistle. Universal "I-can-do-it" story.

Leaf, Monroe. (1936). The Story Of Ferdinand. Viking Press. This tale of a gentle bull who would rather smell the flowers than fight has been translated into 60 languages and is now in its 42nd printing.

Lionni Leo. (1967). Frederick. Knopf. A sensitive, beauty-loving mouse proves that imagination and aesthetic appreciation are as valuable as material reality. A celebration of individuality and cooperative spirit.

Lionni, Leo. (1963). Swimmy. New York: Pantheon Books. The small red fish are afraid to go anywhere, because the big fish will eat them. Swimmy organizes them to swim together, looking like one big fish.

McPhail, David. (1973). The Bear's Toothache. Puffin. Child as caring problem solver.

Upper Elementary:

Carlson, Nancy. (1983). Loudmouth George and the Sixth-Grade Bully. Carolrhoda Books.
George and his friend Harriet think of a creative way to deal with the bully who steals his lunch.

Chapman, C. (1981). Herbie's Troubles. New York: E.P. Dutton. Herbie and his friend Jimmy are having troubles with their relationship. Herbie resolves this in a creative, peaceful way.

Jampolsky, Gerald. (1982). Children as Teachers of Peace. Celestial Arts.

Keats, Ezra Jack. (1987). Regards To The Man In The Moon. Viking Press. Children construct a spaceship in a junkyard. Fun, imaginative, exciting story delights all children. Anti-racist, anti-classist, anti-elitist, anti-ageist, and anti-sexist.

Lawson, Don. (1971). Ten Fighters for Peace. New York: Lothrop.

Lindgran, Astrid. (1966). The Tomten And The Fox. Coward-McCann, Inc. This lyrical story tells of peaceful conflict resolution, faith and trust. The children believe in things unseen and always give porridge to the Tomten. The Tomten in turns keeps the farm safe. He recognizes the fox's hunger, sharing his food with him this resolving the conflict over the chickens. Here is problem-solving and the value of mutual support.

Romanova, Natalia. (1988). Once There Was A Tree. Dial Books. Originally published in the Soviet Union, this is a book of rare beauty and simplicity. It speaks about time and nature.

Yashima, Taro. (1982). Crow Boy. New Jersey: Rae Publishing Co., Inc. Chibi is a small boy who is isolated from the other children by his unusual differences. The story is a moving reminder that each person has something to offer if we only take the time and effort to care enough to listen and ask.

Ziefert, Harriet. (1986). A New Coat For Anna. World War II is over. Winter arrives and Anna needs a new coat. There is no money. This is a story about patience and love and how hardship gives life to hope.

GAMES

Deacove, Jim. (1974). Cooperative Games Manual. Perth: A Family Pastimes Product.
An excellent book of non-competitive games.

Global Perspectives in Education. (1985). Simulations For A Global Perspective.
Games about cooperation, the environment, population, interdependence, and public policy.

Judson, Stephanie. (1977). A Manual On Nonviolence And Children. Philadelphia: New Society Publishers.
The manual includes many games which help children establish an atmosphere in which to resolve problems and conflict nonviolently.

Mastrude, Peggy. (1972). Teaching About Spaceship Earth: A Role-Playing Experience For The Middle Grades. Global Perspectives in Education.
A simulation game in which students as passengers and crew on a spaceship learn to cooperate in overcoming emergencies with their life-support system.
Demonstrates the interdependencies of their life support system and their need to work together. After overcoming problems on board, students must learn about four foreign countries where they might land.

United States Committee for UNICEF. (1981). Games Around The World.
40 sheets are provided; each featuring a game played by children in another country.

MUSIC

Fine Weather. (Audiotape) Carol Johnson, 1984. Affirming songs for children. (K-6)

I Can Make Peace: Stories And Songs For Children About Making Peace. (Audiotape) Jude Krehbiel and Doug Krehbiel, 1983. Explores backyard peacemaking, forgiveness, family peacemaking, loving your enemies, and peacemaking in time of fear and war. (K-4)

Peace Be Unto You. (Audiotape) Ingrid Rogers, (1983). Fifteen peace songs with original lyrics. (All ages)

Peace Gathering Songs: A Learning Tape Of 31 Sing-Alongs. (Audiotape) Sarah Pirtle, 1983. (All ages)

Teaching Peace. (Audiotape) Red and Kathy Grammer, 1986. Fun, easy to learn songs for children of all ages.

Two Hands Hold The Earth. (Audiotape) Sarah Pirtle, (1984). Includes a guide providing background information on the twenty songs form the tape and offers ideas for activities based on the songs. The songs celebrate the precious beauty of our earth and our responsibility to preserve it. (All ages)

Music For A Peaceful Classroom

Note: Your local library may be able to order the following selections. They make excellent background music (all day long if you wish) at any grade level!

Clair de Lune, Claude Debussy
Girl with the Flaxen Hair, Claude Debussy
Prelude to the Afternoon of a Faun, Claude Debussy
Adagio for Strings, Barber
Canon in D Major, Pachelbel
Sheep May Safely Graze (from the Birthday Cantata), J.S. Bach
Forest, Peter Davidson
The Living Earth, Annie Locke
Spectrum Suite, Steven Halpern
Structures from Silence, Steve Roach
Oasis, Kitaro
Meditation with Music, David Thornburg

PENPALS

Committee of Youth Organizations
Bogdan Khmelnitsky 7/8
Moscow, USSR

Interhelp
P.O. Box 331
Northampton, MA 01061

International Friendship League
32 Battermarch St.
Boston, MA 02109

International Pen Friends
P.O. Box 340
Dublin 12, Ireland

Search for Common Ground
2005 Mass. Ave. NW
Washington, DC 20036

EVALUATION

Dear Teachers,

Thank you for using International Tools For Understanding. As participants, your evaluation is critical for program improvement. Please take the time and respond to any or all of the following questions:

1. Were you able to use most of the lessons?
2. Were the lessons easily adaptable for your grade level?
3. Would you change any of the lessons? If so, how?
4. Would you add any lessons? Which one(s)?
5. Would you delete any lessons? Which one(s)?
6. Do you know of any games which could be added to any lesson?
7. Do you know of any art activities which could be added to any lesson?
8. Do you know of any music activities which could be added to any lesson?
9. Do you know of any activities which could be added to the Parent Participation component?
10. Do you have any bulletin board ideas which could be added?
11. Can you help expand the resource list (books, games, music, and penpals)?
12. Are there other resources which should be considered?
13. Other concerns, questions, suggestions, and/or comments are:

Thank you very much!